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ABSTRACT

Information from the administration of the Basic Skills Assessment Program (BSAP) within the Charleston County (South Carolina) School District is presented. Tests are administered in the spring of each school year to students in grades 1, 2, 3, 6, and 8 as part of the BSAP. These tests have been administered statewide since 1981. BSAP tests were designed to assess student achievement in reading, mathematics, and writing. Reading and mathematics tests were administered in grades 1, 2, 3, 6, and 8; writing tests were administered in grades 6 and 8. Data are provided for 17,075 students administered the BSAP during the week of April 27 through May 1, 1987. Analyses presented in this report include: (1) district-wide results including the percentages of students meeting standards and median scale scores; (2) comparisons of district results with state results; (3) breakdowns of district test results by demographic characteristics of the students (including ethnicity, gender, and income); (4) historical results for the district and each school; and (5) percentages of district students mastering each BSAP objective and comparisons of district students answering each item correctly to students statewide answering each item correctly. Notably, second and third graders proved strong in reading and mathematics, while sixth and eighth graders performed relatively poorly in mathematics and eighth-grade students performed relatively poorly in writing. Fifteen tables and 10 figures are included, and eight appendices provide extensive tabulated data. (TJH)

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Charleston County School District
OFFICE OF EVALUATION AND RESEARCH

THE ANNUAL REPORT OF THE BASIC SKILLS ASSESSMENT PROGRAM

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Report No. 87-24 **November 2, 1987**

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THE ANNUAL REPORT OF
THE BASIC SKILLS ASSESSMENT PROGRAM
SPRING 1987

by

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EXECUTIVE SUMMARY

The Annual Report of Results from the Basic Skills Assessment Program, Spring, 1987, presents test information from the administration of the BSAP tests to students in Charleston County public schools. Analyses presented in this report include the following:

- Presentations of districtwide results including the percentages of students meeting standards and median scale scores.
- Comparisons of district results with state results.
- Breakdowns of district test results by demographic characteristics of the students: ethnicity; gender; income (defined by free/reduced lunch program participation).
- Historical results for the district.
- Historical results for each school.
- Percentages of CCSD students mastering each BSAP objective, and comparisons of CCSD students answering each item correctly to SC students answering each item correctly.

Background

Tests are administered in the spring of each school year to students in grades 1, 2, 3, 6, and 8 as part of the Basic Skills Assessment Program (BSAP). These tests have been administered statewide since 1981. BSAP tests were designed to assess the extent to which students have attained statewide objectives in Reading, Mathematics, and Writing. Reading and Mathematics tests are administered at grades 1, 2, 3, 6, and 8, while Writing tests are administered at grades 6 and 8.

Districtwide Results

Percentages of students meeting state standards on the 1987 BSAP tests are as follows:

Subtest	Grade 1	Grade 2	Grade 3	Grade 6	Grade 8
Reading	82.2	87.5	93.6	83.8	78.7
Mathematics	84.2	89.2	87.6	74.5	69.6
Writing				77.4	73.1

Areas of relative strength (in which more than 85% of the students met standards) were second and third grade reading and second and third grade mathematics. Areas of relative weakness (in which less than 75% of the students met standards) were sixth and eighth grade mathematics and eighth grade writing.

A higher percentage of Charleston County students scored above standard compared to their SC peers in 75% of the grade level-subject area combinations. A greater percentage of Charleston County students met Reading and Mathematics standards at grades 2, 3, 6, and 8. Greater overall differences were found for Reading than for Mathematics. At grade 1 where students performed below their SC peers, differences were greater for Reading (-2.1%) than for Math (-.8%). The only other area in which CCSD students showed a relative weakness compared to students statewide was eighth grade Writing where the difference between CCSD and SC students was -2.1%.

Compared to 1986 test results, 1987 performance levels in Reading and Mathematics represent an improvement. In contrast, 1987 Writing scores reflect a slight decline from last year. All grades showed significant improvements since BSAP testing began in 1981 for Reading and Mathematics and in 1983 for Writing. The greatest gains in Reading and Mathematics since 1981 have been at grades 6 and 8. In addition, Charleston County has shown greater increases in both subjects than has South Carolina. Improvements in Writing since 1983 have been comparatively less than those found for Reading and Mathematics over the same four-year period. Compared to progress statewide, CCSD sixth graders made slightly better four-year gains in Writing than SC students, while at grade 8, SC students made better progress than Charleston County students.

Performance by Demographic Subgroups

Gender. A greater proportion of females compared to males scored above the state standard on all subtests for all grade levels except grade 3 Mathematics where performance was approximately the same. Improvements over 1986 scores were demonstrated by males and females for all grade levels and subtests except for grade 1 males and females in Mathematics and grade 8 females in Reading. Both gender subgroups performed better than their South Carolina counterparts in all areas except for grade 6 females in Writing and grade 8 males and females in Writing.

Ethnicity. A higher proportion of white students compared to black students scored above the state standard in 1987 in Reading, Mathematics, and Writing at all grade levels tested. More than 80% of the white students scored above the state standard in all subject areas and for all grade levels tested. More than 80% of the black students scored above the Reading and Mathematics state standard in grades 2 and 3 only. Percentages of ethnic subgroups scoring above the state standard on Reading and Mathematics subtests were greater in 1987 than in 1986 with the exceptions of black first graders in Mathematics and white eighth graders in Reading. With one exception, greater percentages of CCSD white and black students met standards compared to students statewide. The one exception was for first grade black pupils in Reading.

Income. A higher proportion of students not being served by the free lunch program met state standards than students served by the free lunch program for all areas and grade levels tested. More than 90% of the students at grades 1, 2, and 3 not participating in the lunch program scored above the state standards in Reading and Mathematics compared to 75% of the students on free lunch. Among sixth and eighth graders, more than 79% of the students not participating in the lunch program scored above the state standard on Reading, Mathematics, and Writing subtests, compared to 55% of the students on free lunch. Students in both subgroup categories made improvements in Reading and Mathematics with the exception of grade 1 Mathematics scores for students not participating in the lunch program. A decline in Writing scores resulted in smaller percentages of students in both categories meeting Writing standards. Greater percentages of CCSD pupils than SC pupils in both lunch groups scored above state standards for all subtests and grade level combinations with the exceptions of grade 1 Reading and grade 8 Writing for both lunch groups, and grade 1 Mathematics for students not participating in the lunch program.

PURPOSE OF REPORT

The Annual Report of the Basic Skills Assessment Program, Spring, 1987, presents the results from the administration of the BSAP to students in the Charleston County Public Schools. All students in grades 1, 2, 3, 6, and 8 were tested as part of the South Carolina Basic Skills Assessment Program. The primary reason for administering BSAP tests is to assess how well students perform on identified statewide objectives in reading, mathematics, and writing.

This report responds to three primary questions:

1. How are Charleston County public school pupils performing with respect to state achievement standards?

2. How does the achievement of Charleston County public school pupils compare to the achievement of other pupils in South Carolina?

3. How does achievement for Spring, 1987 compare to previous years?

Test data are presented for all students districtwide, as well as for students within demographic subgroups. Demographic variables include gender, ethnicity and income level (defined by lunch program participation).

This report also presents an analysis of students' responses to groups of items comprising objectives as well as to individual test items. By comparing the percentage of Charleston County pupils responding correctly in each skill area to percentages of students in the state responding correctly, areas of relative strength and weakness can be identified.

There are eight appendices to this report. Appendix A contains frequency distributions for each grade level and subject area tested. Appendix B reports the percentages of students at individual schools meeting BSAP standards for the years 1981-1987. Appendix C lists mobility indices, percentages of students on free lunch, and percentages of handicapped students for individual schools. Appendix D reports Fall 1986 readiness test scores and Spring 1987 BSAP scores for first graders enrolled in CCSD schools during the 1986-87 school year and present for both testing sessions. In Appendix E, District Demographic Reports giving the percentages of students in various demographic categories meeting standards are reprinted. District Summary Reports, reporting percentages of CCSD students meeting standards and needing improvement on each objective, are reprinted in Appendix F, while Appendix G provides the percentages of students needing improvement on each objective for individual schools. Item Response Summaries, giving a description of each BSAP test item and the percentages of CCSD and SC students answering correctly, are reprinted in Appendix H.

STUDENTS AND GRADE LEVELS TESTED

All students in the regular instructional program in grades 1, 2, 3, 6, and 8 are tested each spring as part of the South Carolina Basic Skills Assessment Program. Students in all of these grades have been tested statewide since 1981; hence test results are available for the past seven years.

Handicapped students in grades 1, 2, and 3 were tested if their Individual Educational Plans indicated that testing was appropriate. All sixth and eighth grade students were tested to ensure practice for the Exit Exam. Scores of handicapped students are included in the analyses presented in this report as well as the analyses of state test data. Special education students were tested according to their nominal grade placement. Large-print editions of the BSAP were available for visually-handicapped students in all grades. Brailled and modified test versions were available for blind, hearing handicapped and orthopedically handicapped students in grades 6 and 8, as appropriate. Flexibility in test scheduling and setting was permitted for learning disabled pupils and other handicapped pupils, if needed.

The South Carolina Exit Exam and readiness test are considered part of BSAP. Results from these two programs, however, are reported separately.

All students were administered the BSAP during the week of April 27 - May 1.

The number of pupils enrolled, and the number and percent of students tested are provided below.

Grade	Number of Pupils Enrolled	Number Tested	Percent Tested
1	4488	4360	97.1
2	3745	3593	95.9
3	3451	3291	95.4
6	2984	2928	98.1
8	3083	2903	94.2

DESCRIPTION OF THE BASIC SKILLS ASSESSMENT PROGRAM TESTS

The Basic Skills Assessment Program (BSAP) tests are group-administered, criterion-referenced achievement tests. Criterion-referenced tests (CRTs) focus upon specific and precisely defined learning objectives. CRTs are designed to assess students' "attainment" of specific knowledge or skills and to reference performance to a defined set of objectives. CRT scores are directly meaningful in terms of the degree of learning which the examinee possesses.

The BSAP tests were designed to assess the extent to which students have attained statewide objectives in reading, mathematics, and writing. Reading tests are administered to children in grades 1, 2, 3, 6, and 8 and consist of 36 multiple-choice items. Mathematics tests are administered to children in grades 1, 2, 3, 6 and 8 and consist of 30 multiple-choice items. Writing samples, written in response to a single prompt, are obtained in grades 6 and 8. BSAP tests are not timed.

BSAP Legislation

In 1978 the South Carolina Legislature established the Basic Skills Assessment Program. Part of the BSAP legislation provided for: (1) identification of basic skills objectives; (2) development of criterion-referenced tests in reading and mathematics for grades 1, 2, 3, 6, and 8; (3) development of criterion-referenced writing tests for grades 6 and 8; and (4) setting of minimum standards of achievement for grades tested on the BSAP tests.

Basic Skills Objectives

Sixteen statewide basic skills objectives were identified through a process that involved South Carolina educators and members of the general public. Each objective is repeated at each grade level, but at a different level of complexity. Brief descriptors of the objectives are presented below:

Reading

Decoding and Word Meaning (DW): The student can use word recognition skills and can determine the meanings of words.

Details (DE): The student can accurately comprehend the details in a reading selection.

Main Idea (MI): The student can determine the main idea of a reading selection.

Reference Usage (RE): The student can locate and utilize desired information in reference sources.

Inference (IN): The student can make valid inferences about a reading selection.

Analysis of Literature (AL): The student can critically analyze a reading selection.

Mathematics

Concepts (CN): The student can apply numerical concepts.

Operations (OP): The student can compute accurately.

Measurement (ME): The student can apply measurement concepts.

Geometry (GE): The student can apply geometric concepts.

Problem Solving (PS): The student can solve problems involving the use of mathematics.

Writing

Handwriting (HN): The student can write legibly.

Mechanics (MC): The student can spell, capitalize, and punctuate correctly.

Word Usage (WU): The student can use words appropriately.

Sentence Formation (SF): The student can compose sentences.

Composition (CP): The student can communicate ideas in writing.

Objectives are further defined at the subskill level. Subskills tested during a given year vary according to grade level and test form.

Achievement Standards

Minimum standards of achievement were set for writing prior to the Spring, 1981 administration of the BSAP test. Results for writing are given in raw score units. A score of 3 or above indicates adequate performance; whereas, a score below 3 indicates inadequate performance. These standards apply to all forms of the writing test.

Standards for reading and mathematics were established following the Spring, 1981 administration of the BSAP test. Results for reading and mathematics are reported in scale score units. Scale score units permit comparison between different forms of the test within a particular grade level. The minimum standard for reading and mathematics is 700 at all grades tested.

UTILIZATION OF BSAP TEST RESULTS

BSAP test results are utilized by a variety of audiences for various purposes. These include:

1. Providing the Superintendent and the School Board of Trustees with an assessment of the levels of achievement in the academic content areas of reading, mathematics, and writing.
2. Providing principals with an assessment of their school's achievement in these content areas which can assist them in the identification of relative strengths and weaknesses for further study.
3. Providing teachers with an assessment of individual pupil's achievement to aid in the improvement of instruction through further diagnosis and/or counseling with students and parents.
4. Providing parents and students with information on students' academic achievement.
5. Providing the Department of Curriculum with appropriate information about districtwide strengths and weaker areas so they can assist teachers and principals in improving their instructional programs.
6. Aiding in the identification of students for special programs, such as Chapter I and EIA Compensatory/Remedial programs.
7. Aiding in the evaluation of externally-funded programs, such as Chapter I and EIA Compensatory/Remedial programs.

CAUTIONS IN THE INTERPRETATION AND USE OF BSAP TEST DATA

(Reprinted from A User's Guide to BSAP Score Reports, SDE, 1987.)

Criterion-Referenced vs. Norm-Referenced Tests

An understanding of the BSAP test results may be facilitated through a general understanding of the difference between criterion-referenced and norm-referenced tests.

Criterion-referenced tests, such as the BSAP tests, are designed to measure student performance against a desired criterion or standard. In contrast, norm-referenced tests are designed to provide a basis for comparing the performance of a student or a group of students with the average performance (norm) of a representative sample of students. In light of the inherent differences between norm-referenced and criterion-referenced tests, several cautions are presented in the ensuing discussion with respect to making comparisons and interpretations based on the BSAP data.

BSAP Tests as Measures of the BSAP Objectives

The BSAP tests were developed based upon the BSAP objectives and, consequently, are intended specifically for use in South Carolina. Since the BSAP tests are administered only in South Carolina, there is no information available that indicates how students in other states or in the nation as a whole would perform on the tests. The BSAP tests can be used to compare student performance to the preset state standard, but they cannot be used to compare student performance to some national level of performance. The intended purpose of the BSAP tests, as stipulated in the legislation, is to assist in the improvement of instruction by identifying student deficiencies.

BSAP Tests as On-Grade Level Tests

The BSAP legislation requires the tests to be on-grade level and to be administered to all students at the specified grade levels with the exception of those handicapped students excluded from testing by their Individual Education Plans (IEP's). Consequently, caution must be exercised when interpreting test data for students whose instructional levels are below the grade level of the test they took. Since the match between the ability of the student and the test difficulty is not optimal for students who are below grade level, the test results are not likely to provide as accurate a description of such a student's performance as for a student whose ability is more closely aligned with the test difficulty.

Comparisons Across BSAP Tests

Another caution relates to the legitimacy of making comparisons across basic skill areas and grade levels with the BSAP tests. Since the difficulty of the tests may vary from the mathematics to reading to writing and from grade to grade, comparisons should not be made across different grades or across different basic skill tests for a given grade. For example, a scale score of 680 on the Grade 8 BSAP Mathematics Test is not comparable to a 680 on the Grade 8 BSAP Reading Test. Since the tests are also not equated across grades, the scale scores are only comparable from one year to the next for the same basic skill area at the same grade level. Consequently, apparent decreases in the percentages of students meeting the standards across grades may be misleading. For example, if a student receives a scale score of 710 on the Grade 2 BSAP Reading Test, and the next year receives a score of 710 on the Grade 3 BSAP Reading Test, the assumption should not be made that the two scores have the same meaning.

Socioeconomic and Other Background Performance Factors

A frequent misuse of test data is the tendency to equate high test scores with educational quality. Users of the data should remember that test data constitute a single type of information that should be used in conjunction with other relevant information to evaluate educational quality. For example, entry characteristics of students such as socioeconomic background and the educational level of parents are factors which are strongly related to test performance. Comparisons of scores among schools and/or districts should not be made unless differences in the characteristics of students are accounted for in these comparisons.

Comparisons Among Student Subgroups

Caution should be exercised in the interpretation of differences in the performance of various subgroups (e.g., male versus female) within the total population at any grade. While data for various subgroups can provide information as to which of the subgroups as a whole may be most in need of additional instruction, the data cannot and should not be used as a basis for making cause and effect statements about the instruction offered to different groups.

Interpretation of Results for Each Objective

A final caution relates to interpretation of performance by objective on the BSAP tests. A small number of items is used to test each BSAP objective. Since these items reflect only a sample of the skills encompassed by each objective, the percentage of students needing improvement should be considered as approximate. For a particular year, differences in achievement across objectives measured by the BSAP Reading and Mathematics Tests can vary. These differences may be partially explained by the fact that the skills reflected in some objectives may be inherently more difficult and receive more instructional emphasis than those included in other objectives. Thus, comparing performance across objectives for a given grade (for example, comparing 6th grade performance across the six reading objectives) provides only an estimation of relative strengths and weaknesses. Additionally, caution must be taken when comparing objectives across years for a particular grade because test items and student populations taking the test change from year to year.

Interpretation of Item Response Data

The percentages of students responding correctly to each test item on the BSAP Reading and Mathematics Tests are included in Item Response Summaries. There are a number of points that should be kept in mind when reviewing data from these summaries. The items on any one test represent a sample of the skills encompassed by each objective and a particular skill may be measured by only one test item. Since the BSAP objectives encompass a range of skill difficulty, the performance of students on one item may not provide an accurate picture of skill performance. Thus, the item response data should be viewed as very tentative approximations of skill performance; and dramatic changes in instructional focus should not be made based on these data in absence of other information.

COUNTY RESULTS

Performance of Charleston County Pupils in 1987

Table 1 reports the percentages of Charleston County School District (CCSD) students at each grade level tested meeting BSAP standards in reading, mathematics, and writing for 1987 as well as the median scale scores for each subtest and grade level combination. The median is determined by ordering test scores from low to high and locating the score in the middle of the score distribution. The median is therefore the mid-point of the distribution of the set of scores. Half the scores lie below and half the scores lie above the median.

In READING percentages of CCSD students meeting standards were 82.2 at grade 1, 87.5 at grade 2, 93.6 at grade 3, 83.8 at grade 6, and 78.7 at grade 8. The median scale scores for these grades were 805, 806, 799, 772, and 761, respectively. A direct comparison of these median scale scores across grade levels cannot be made.

In MATHEMATICS percentages of CCSD students meeting the state standards were 84.2 at grade 1, 89.2 at grade 2, 87.6 at grade 3, 74.5 at grade 6, and 69.6 at grade 8. The median scale scores for these grade levels were 778, 804, 796, 742, and 736, respectively.

In WRITING 77.4% of the sixth graders and 73.1% of the eighth graders in the county met the state standard. The median score for each grade level was 3.0.

A greater percentage of students at grades 1 and 2 met the mathematics standards than the reading standards, while a greater percentage of students at grades 3, 6, and 8 met reading standards. However, conclusions about the effectiveness of instruction in these content areas must be tempered by an understanding that the two tests are not comparable in terms of difficulty. Hence it would be inappropriate to state that mathematics instruction was more effective than reading instruction in grade 1.

Appendix A contains frequency distributions for each grade level and subject area tested. These distributions present the number and percentage of CCSD students obtaining each BSAP scale score on the 1987 tests. Cumulative frequencies and cumulative percentages are included as well. The tables found in Appendix A can be used to identify the percentage of CCSD students obtaining a perfect score on the BSAP tests. These percentages are as follows:

Grade	Reading	Mathematics	Writing
1	18.9	19.0	
2	15.0	21.4	
3	8.6	11.2	
6	3.4	1.5	15.9
8	5.6	0.3	18.1

Table 1

Basic Skills Assessment Program, Spring 1987
Charleston County
Percent Meeting Standard and Median Scale Score

Subtest	Grade 1	Grade 2	Grade 3	Grade 6	Grade 8
READING					
% above standard	82.2	87.5	93.6	83.8	78.7
Median	805	806	799	772	761
MATHEMATICS					
% above standard	84.2	89.2	87.6	74.5	69.6
Median	778	804	796	742	736
WRITING					
% above standard				77.4	73.1
Median				3.0	3.0

Comparisons With the State Results

Comparisons of CCSD students' performance on the BSAP with the performance of other students in South Carolina can be made by comparing the percentages of students scoring above standard and by comparing the median scale scores. Table 2 reports the percentages of CCSD and SC students scoring above standard on each BSAP subtest, as well as median scale scores for all grade level and subject area combinations. Figures 1-5 illustrate differences in the percentages of CCSD and SC students meeting standards on each BSAP subtest.

At grade 1 a greater percentage of South Carolina students than CCSD students met standards in Reading and Mathematics. The percentages of Charleston County pupils meeting standards at grades 2, 3, and 6 were higher than the percentages of South Carolina pupils meeting standards for all subject areas. A greater percentage of CCSD eighth grade students met standards in Reading and Mathematics compared to students statewide; however, a slightly lower percentage of CCSD eighth graders met the Writing standards than their South Carolina peers.

Median scale scores for CCSD pupils in grade 1 were lower than for SC pupils. CCSD median scale scores for grade 2 in both Reading and Mathematics were lower than the SC scale scores even though a larger percentage of CCSD students met standards in grade 2 than South Carolina students. This indicates that more CCSD second grade students met standards, but their scale scores were not as high as students statewide. In grades 3, 6, and 8, CCSD students obtained higher scale scores than South Carolina students in Reading and Mathematics. The median raw scores for writing were the same for Charleston County pupils and South Carolina pupils in grades 6 and 8.

Historical Trends

Table 3 reports the percentages of students meeting BSAP standards for the years 1981-1987 for Reading and Mathematics and for the years 1983-1987 for Writing. As illustrated in Table 3 and Figures 6-10, the percentages of students meeting standards in Reading and Mathematics have steadily increased from 1981 through 1987 for all grade levels and subject area combinations. In Reading, six-year differences in percentages meeting standards for grades 1, 2, 3, 6 and 8 were +7, +20, +22, +29, and +31, respectively. In Mathematics, six-year differences in percentages meeting standards for the same grades were +13, +14, +22, +29, and +34, respectively. The greatest changes over the six year period were found at grades 6 and 8.

Although the percentages of students meeting the Writing standards are higher in 1987 compared to 1983, there have been fluctuations in the pattern of change. Scores increased for sixth graders from 1983 to 1986, followed by a slight downward trend in 1987. Eighth grade scores increased during the first three years of the program, decreased slightly in 1986, and continued to decrease in 1987.

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Table 2

Basic Skills Assessment Program, Spring 1987
Charleston County and South Carolina
Percent Meeding Standard and Median Scale Score

Subtest		Grade 1	Grade 2	Grade 3	Grade 6	Grade 8
READING						
% above standard	CCSD	82.2	87.5	93.6	83.8	78.7
Median		805	806	799	772	761
% above standard	SC	84.3	85.2	87.2	79.1	71.5
		823	807	791	765	749
MATHEMATICS						
% above standard	CCSD	84.2	89.2	87.6	74.5	69.6
Median		778	804	796	742	736
% above standard	SC	85.0	87.3	83.1	71.7	69.0
Median		788	809	788	749	741
WRITING						
% above standard	CCSD				77.4	73.1
Median					3.0	3.0
% above standard	SC				76.8	75.2
Median					3.0	3.0

Figures 1-5

SC Basic Skills Assessment Program
Percentage of Charleston County and South Carolina Pupils
Scoring Above Standard, 1987

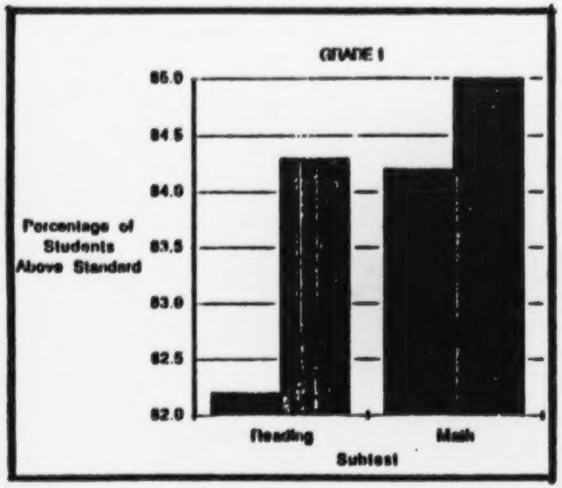

Figure 1. BSAP RESULTS FOR CHARLESTON COUNTY AND SOUTH CAROLINA

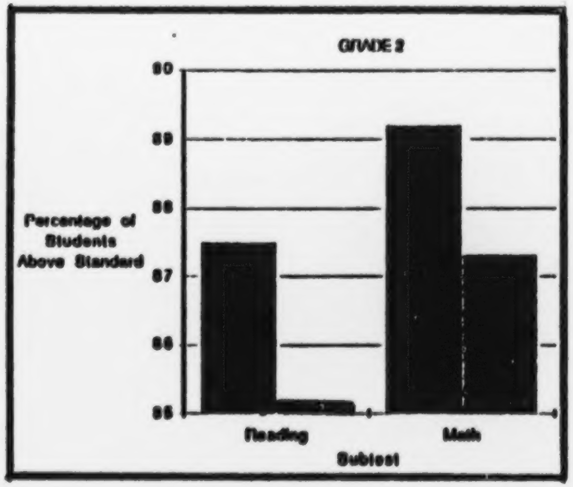

Figure 2. BSAP RESULTS FOR CHARLESTON COUNTY AND SOUTH CAROLINA

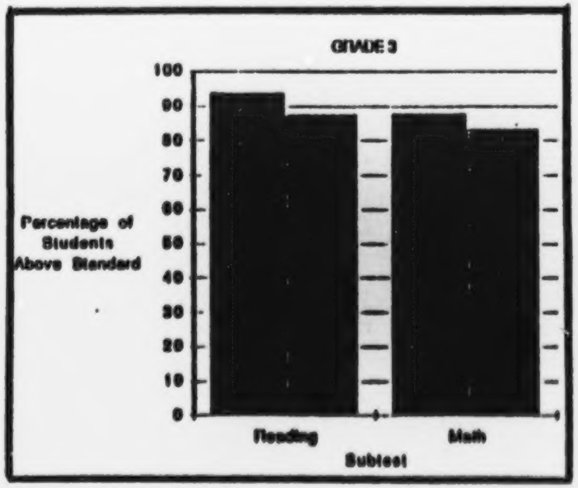

Figure 3. BSAP RESULTS FOR CHARLESTON COUNTY AND SOUTH CAROLINA

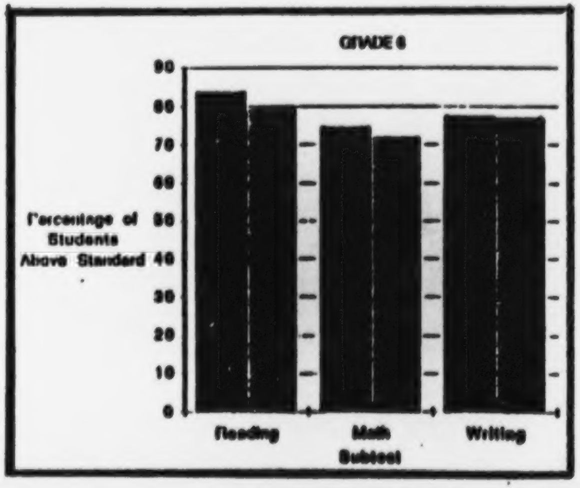

Figure 4. BSAP RESULTS FOR CHARLESTON COUNTY AND SOUTH CAROLINA

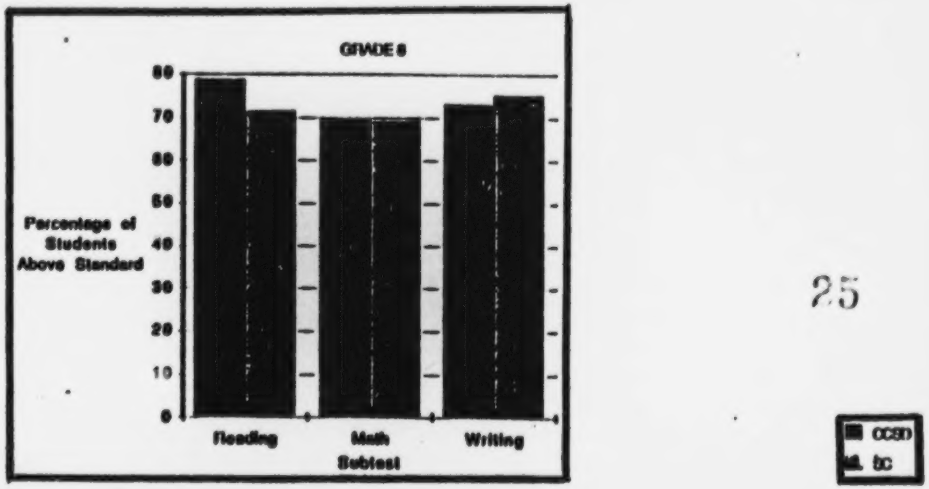

Figure 5. BSAP RESULTS FOR CHARLESTON COUNTY AND SOUTH CAROLINA

Table 3

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM
Percentages of Students Meeting Standards, 1981 - 1987
in Charleston County and South Carolina

SUBJECT	YEAR		GRADE 1	GRADE 2	GRADE 3	GRADE 6	GRADE 8
READING	1987	CCSD	82	88	94	84	79
		SC	84	85	87	79	72
	1986	CCSD	80	84	91	79	78
		SC	82	81	87	72	71
	1985	CCSD	80	83	90	73	71
		SC	82	79	84	67	64
	1984	CCSD	80	80	84	72	59
		SC	80	76	77	65	60
	1983	CCSD	76	74	83	64	57
		SC	75	70	76	61	56
	1982	CCSD	77	75	72	62	52
		SC	72	69	69	62	52
	1981	CCSD	75	68	72	55	48
		SC	70	62	67	55	51
MATH	1987	CCSD	84	89	88	75	70
		SC	85	87	83	72	69
	1986	CCSD	84	87	84	70	64
		SC	84	86	80	66	60
	1985	CCSD	83	86	84	65	57
		SC	84	86	79	61	57
	1984	CCSD	81	85	84	60	50
		SC	81	82	79	57	54
	1983	CCSD	74	76	77	51	38
		SC	76	76	74	56	42
	1982	CCSD	71	67	68	47	34
		SC	68	64	68	51	41
	1981	CCSD	71	75	66	46	36
		SC	68	69	61	47	43
WRITING	1987	CCSD				77	73
		SC				77	75
	1986	CCSD				79	78
		SC				78	77
	1985	CCSD				74	79
		SC				76	77
	1984	CCSD				73	72
		SC				72	72
	1983	CCSD				67	66
		SC				69	65

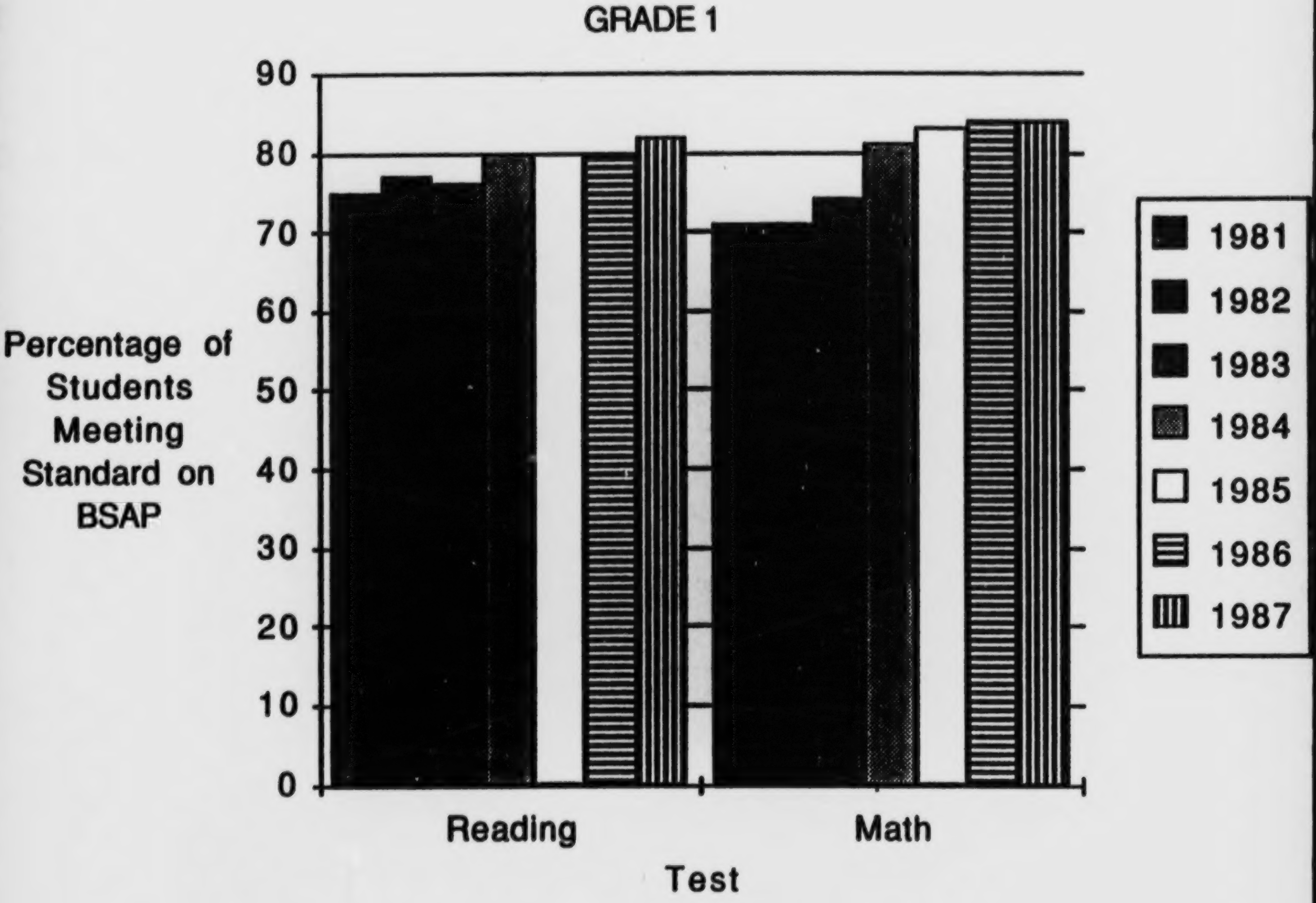

Figure 6. RESULTS FOR CHARLESTON COUNTY SCHOOL DISTRICT

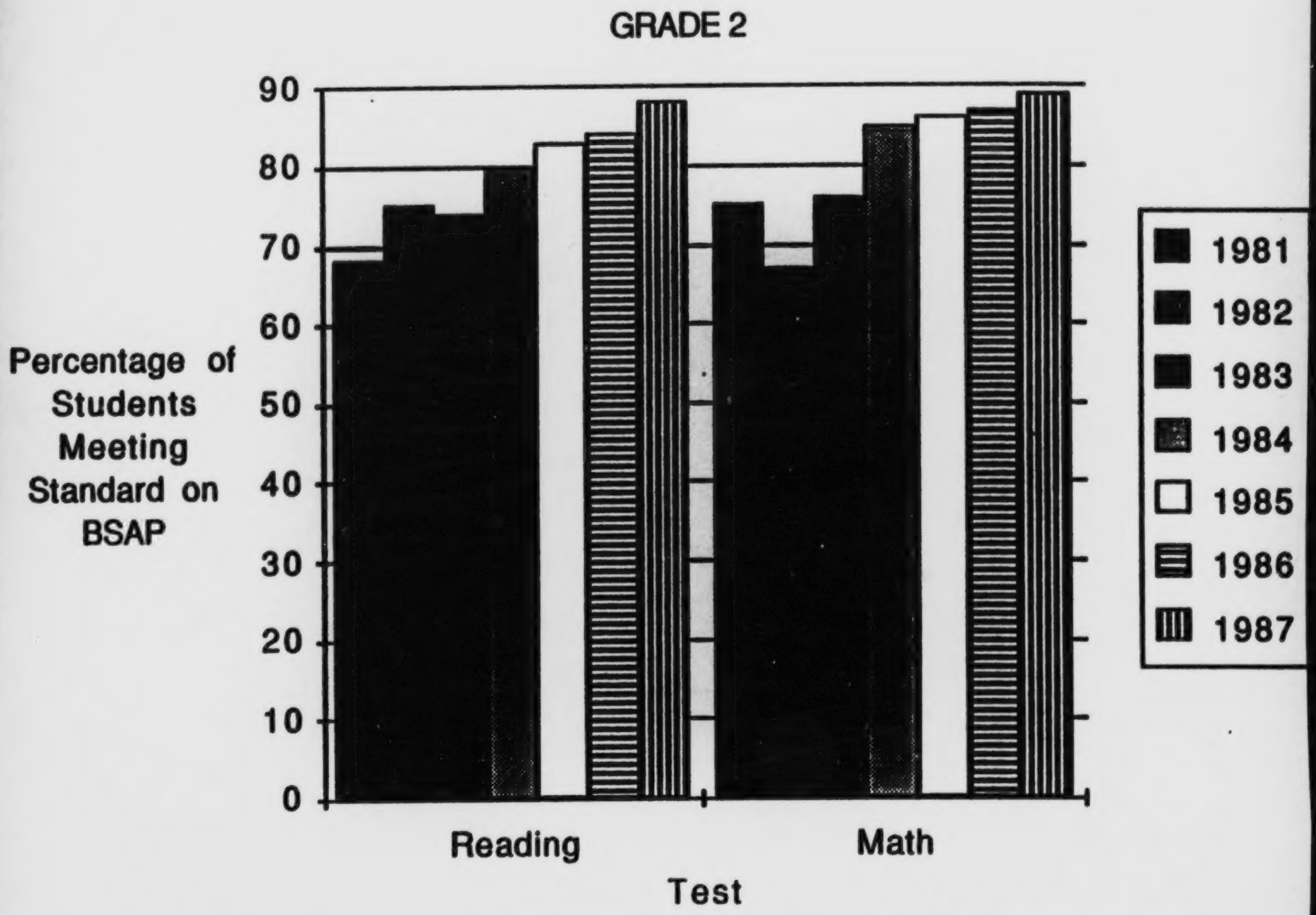

Figure 7. RESULTS FOR CHARLESTON COUNTY SCHOOL DISTRICT

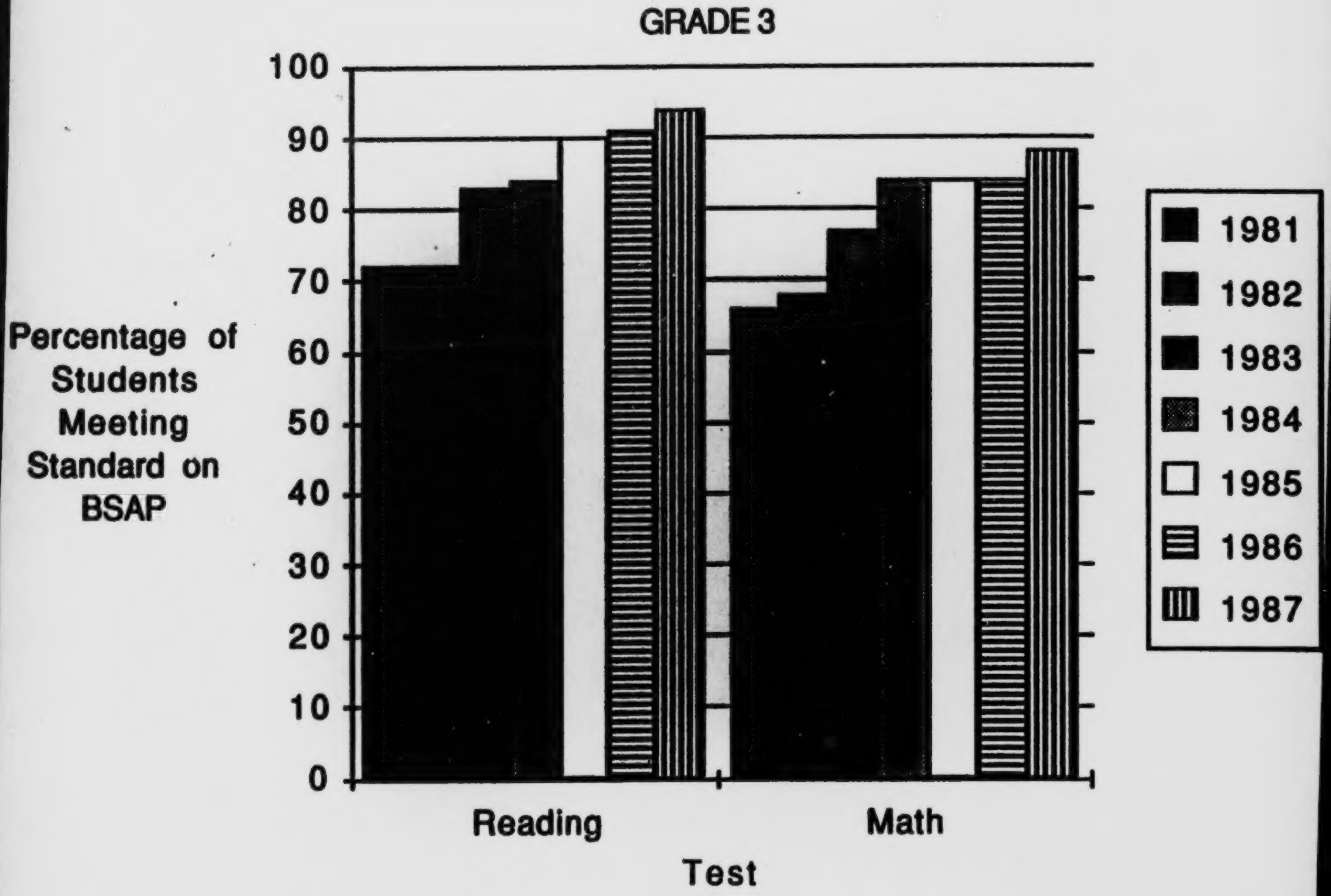

Figure 8. RESULTS FOR CHARLESTON COUNTY SCHOOL DISTRICT

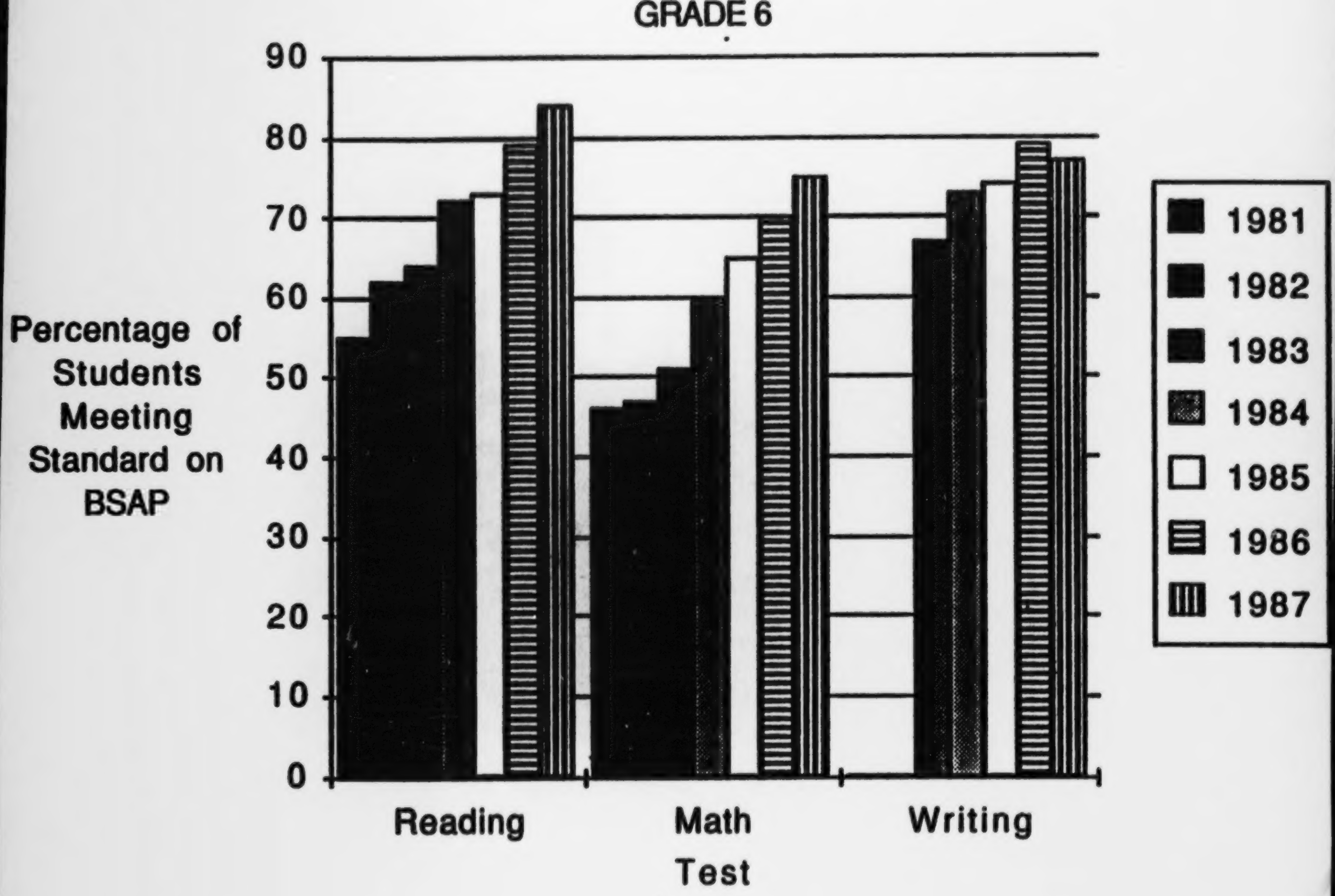

Figure 9. RESULTS FOR CHARLESTON COUNTY SCHOOL DISTRICT

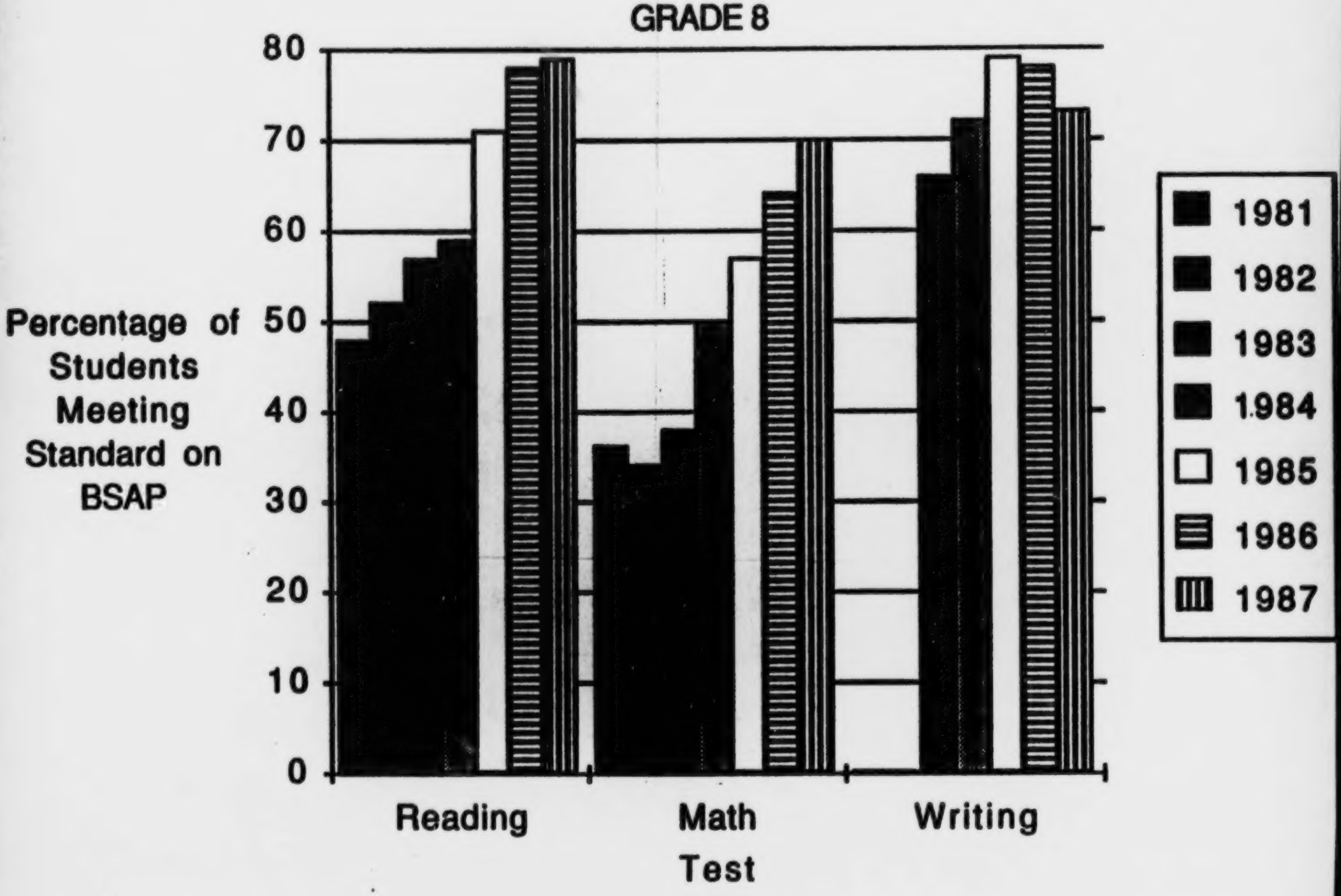

Figure10. RESULTS FOR CHARLESTON COUNTY SCHOOL DISTRICT

Tables 4A - 4C summarize 1985-1987 data for each test content area by reporting percentages above standard and median scores.

Statewide trends in the percentage of students meeting standards are similar to those demonstrated by Charleston County pupils. Generally, improvements statewide from 1981 to 1987 were not as great as those demonstrated by CCSD at all grade levels except grade 1 where the increases were greater in South Carolina. Fluctuations in Writing scores were also apparent in the statewide scores.

Appendix B reports the percentages of students at individual schools meeting BSAP standards in Reading and Mathematics for the years 1981-1987, and for Writing for the years 1983-1987. Appendix C lists mobility indices, percentages of students on free lunch, and percentages of handicapped students for individual schools.

Comparison of Readiness Scores and BSAP Scores for CCSD First Graders. Appendix D reports Fall 1986 readiness test scores and Spring 1987 BSAP scores for first graders enrolled in CCSD schools for the 1986-87 school year and present for both testing sessions. The number of first graders who took both the CSAB and BSAP tests is reported for each school, followed by the percentage scoring 88 or above on the CSAB and the percentages meeting BSAP Reading and Mathematics standards.

Analyses of prior years' test data have demonstrated a relationship between performance on the CSAB and BSAP such that students who score above standard on the CSAB at the beginning of first grade tend to score above standard on the BSAP tests administered at the end of the year. Thus, percentages of students (taking both tests) meeting standards on the CSAB and BSAP should be similar for a particular school. A greater percentage of students meeting BSAP standards might indicate that instruction had been effective in first grade. However, a difference of 25 percentage points between CSAB standards and BSAP standards would be unusual and should be investigated further.

Among the groups of students taking both tests in 42 CCSD elementary schools during the 1986-87 school year, 31 schools showed an increase of 5 or more points in the percentage of students meeting BSAP Reading standards over the percentage meeting CSAB standards. Thirty-three schools displayed an increase of 5 or more percentage points in Math. One school (Memminger) showed a 10-point loss in Reading, and one school (Berry) showed a 10-point loss in Math. One school, Jane Edwards, showed an unusual gain of more than 25 points in the percentage of students meeting BSAP standards based on their CSAB scores. Similarly, Blaney displayed an unusually high gain in Mathematics.

Please note that while this analysis is appropriate for group data, individual students' CSAB scores should not be viewed as predictive of BSAP scores.

Table 4A

Basic Skills Assessment Program
Charleston County School District
Percent Above Standard and Median Scale Scores

READING

GRADE	% Above Standard			Median Scale Score		
	1985	1986	1987	1985	1986	1987
1	80.4	80.0	82.2	785	783	805
2	82.6	84.3	87.5	784	792	806
3	89.5	91.4	93.6	787	799	799
6	72.5	78.9	83.8	741	759	772
8	71.4	78.0	78.7	740	759	761

1. The percentage of Charleston County pupils scoring above standard in Reading increased steadily from 1985 - 1987 for all grade levels except grade 1. First grade scores dipped slightly in 1986 then increased 2.2 percentage points from 1986 to 1987.

2. Median scale scores for Charleston County pupils increased each year from 1985 - 1987 with two exceptions. The third grade median remained the same from 1986 to 1987 despite the fact that a greater percentage of students met standards. First grade medians dropped from 1985 to 1986, and rose in 1987.

3. The fact that a higher percentage of third graders met standards than students at other grade levels should not be interpreted to mean that third grade instruction is more effective than instruction at other grade levels. Test difficulty is not comparable across grade levels. While percentages of third graders meeting standards rose from 1986 to 1987, the median scale score did not. This may indicate that more students met standards with lower scores.

Table 4B

Basic Skills Assessment Program
Charleston County School District
Percent Above Standard and Median Scale Scores

MATHEMATICS

GRADE	% Above Standard			Median Scale Score		
	1985	1986	1987	1985	1986	1987
1	83.0	84.3	84.2	791	798	778
2	86.4	87.0	89.2	789	794	804
3	83.6	83.6	87.6	772	780	796
6	65.1	69.6	74.5	721	731	742
8	57.0	64.1	69.6	708	722	736

1. The percentage of Charleston County pupils scoring above standard in Math increased steadily from 1985 - 1987 for all grade levels except grade 1. First grade percentages decreased by .1 from 1986 to 1987.

2. Median scale scores for Charleston County pupils in Math increased each year from 1985 - 1987 for all grades except grade 1 where the median decreased from 1986 to 1987.

3. The fact that a higher percentage of second graders met standard than students at other grade levels should not be interpreted to mean that second grade instruction is more effective than instruction at other grade levels. Test difficulty is not comparable across grade levels.

Table 4C

Basic Skills Assessment Program
Charleston County School District
Percent Above Standard and Median Score

WRITING

GRADE	% Above Standard			Median Score		
	1985	1986	1987	1985	1986	1987
6	73.5	79.0	77.4	2.9	3.1	3.0
8	78.7	77.5	73.1	2.9	3.0	3.0

1. The percentage of Charleston County sixth graders scoring above standard in Writing increased from 1985 - 1987; however, the percentage dropped from 1986 to 1987. The percentage of eighth graders scoring above the writing standard decreased steadily from 1985 - 1987.

2. Median scores for Charleston County sixth graders in Writing followed the same pattern as the percentage above standard: scores increased from 1985 to 1987, and decreased from 1986 to 1987. Median scores for eighth graders increased from 1985 to 1987 and stayed the same from 1986 to 1987, despite a decrease in the percent meeting standard. These data, coupled with a comparison of frequency data in Appendix A to last year's data, indicate that a smaller percentage of students are scoring 1.5 or below and 3 and above, but proportionately more students are scoring 2. Hence the "below standard" students are scoring higher (and presumably writing better) than in the past.

Demographic Analysis

Table 5 reports percentages of CCSD students scoring above standard in 1986 and 1987 on the Reading, Mathematics, and Writing tests for demographic categories. Table 6 compares percentages of Charleston County students scoring above standard in 1987 to percentages of South Carolina students scoring above standard. Demographic variables include gender (male, female), ethnicity (white, black), and income level, defined by lunch program participation (no free/reduced lunch, free/reduced lunch). Approximate numbers of students tested appear in the right-most columns. Note that relatively small numbers of students on reduced-price lunch are reported; care must therefore be used in interpreting data regarding this subgroup. In the discussion below, data on students receiving reduced-price lunches have been excluded. The following sections summarize the demographic data:

Gender

1. For grades 1, 2, and 3, in 1987 more than 80% of male and female subgroups scored above the state standard in all areas with the exception of males in grade 1 where 79.1% of the males scored above the state standard in Reading. For grades 6 and 8 more than 70% of male and female subgroup populations scored above state standards in all areas with two exceptions. The exceptions were grade 8 males on the Mathematics subtest and grade 8 males on the Writing subtest.

2. A greater proportion of females, compared to males, scored above the state standard on Reading, Mathematics, and Writing subtests for all grade and subject area combinations except grade 3 Mathematics where females scored .7 percentage points below males.

3. Percentages of CCSD males and females scoring above the standard in Reading and Mathematics in 1987 were greater than or equal to percentages for 1986 with two exceptions. Grade 1 females showed a decline of .2 percentage points in Mathematics. Grade 8 females showed a decline of 1.1 percentage points in Reading. Percentages of CCSD males and females scoring above the state standard in Writing declined in both sixth and eighth grades.

4. CCSD students displayed greater percentages above standard than their SC peers with three exceptions. Proportionately fewer CCSD first grade males and females scored above state standards than other SC students. Grade 6 CCSD females lagged behind females statewide in Writing by .3 percentage points. Grade 8 males and females scored below their South Carolina counterparts in Writing.

Ethnicity

1. More than 80% of the white students scored above the state standard in 1987 in all subject areas and for all grade levels tested. More than 80% of the black students scored above the state standard only in grade 2 and grade 3 Reading and Mathematics.

2. A higher proportion of white students, compared to black students, scored above the state standard in 1987 in Reading, Mathematics, and Writing at all grade levels tested. Differences between white students and black students range from 5.4 points (grade 3 Reading) to 28.4 points (grade 8 Writing). The subtest showing the greatest difference was Writing (averaging 25.4 points). The subtest showing the smallest difference was Reading (averaging 11.2 points). Differences between white students and black students were smallest at grade 3 and greatest at grade 8. For grades 1, 2, and 3 average differences between the achievement levels of black and white students were 8-12 points. For grades 6 and 8 average differences between the percentages of black and white students meeting standards ranged between 19 and 22 points.

3. The percentages of white students and black students scoring above the state standard on Reading and Mathematics subtests were greater in 1987 compared to 1986 with two exceptions. A smaller percentage of black first graders met the Mathematics standard in 1987 than in 1986. A smaller percentage of white students in grade 8 scored above the Reading standard in 1987 than in 1986. Percentages of white students and black students scoring above state standards in Writing in 1987 were lower than percentages for 1986. In general, however, Writing scores were lower in 1987 than they were in 1986.

4. With one exception, greater percentages of CCSD white and black students met standards compared to students statewide. The one exception was for first grade black pupils in Reading. Positive (CCSD-SC) differences ranged from .1 percentage points for first grade Reading for white pupils to 13.2 points for black eighth graders.

Income

1. Data on students in grades 1, 2, and 3 categorized by lunch program participation indicate that more than 90% of the students at these grade levels not participating in the lunch program scored above state standards in Reading and Mathematics. More than 74% of the students on free lunch in grades 1, 2, and 3 scored above the state standard for Reading and Mathematics. Data on students in grades 6 and 8 categorized by lunch program participation indicate that more than 79% of the students at these grade levels not participating in the lunch program scored above the state standard on Reading, Mathematics, and Writing subtests. More than 55% of the students on free lunch in grades 6 and 8 scored above the state standard.

2. A higher proportion of students not being served by the free lunch program met state standards than students served with the free lunch program for all areas and grade levels. Differences between students not participating in the lunch program and students on free lunch range from 6.2 percentage points (grade 3 Reading) to 28.6 percentage points (grade 8 Writing). Differences were greatest for the Writing subtest (averaging 26.6 points) and least for Reading (averaging 14.98 points). Differences between the two groups of students were smallest at grade 3 and greatest at grade 8.

3. Students in both subgroup categories made improvements in Reading and Mathematics from 1986 to 1987 with the exception of grade 1 Mathematics scores for students not participating in the lunch program. A decline in Writing scores resulted in smaller percentages of students in both categories meeting Writing standards in 1987 than in 1986.

4. Greater percentages of CCSD pupils than SC pupils in both lunch groups scored above state standards for all subtests and grade level combinations with few exceptions. The exceptions were grade 1 Reading and grade 8 Writing for both lunch groups and grade 1 Mathematics for students not participating in the lunch program.

District Demographic Reports are reprinted in Appendix E. In addition to the demographic variables of gender, ethnicity and income level, the reports in Appendix E include data for handicapped, gifted and talented, and repeater groups.

Table 5
SC BASIC SKILLS ASSESSMENT PROGRAM
Charleston County School District
Percentages of Students Above Standard on the BSAP
Demographic Report, 1986 - 1987

		READING		MATHEMATICS		WRITING		Number Tested	
		1986	1987	1986	1987	1986	1987	1986	1987
Grade 1	Male	76.5	79.1	82.9	82.9			2185	2240
	Female	83.8	85.6	85.9	85.7			1945	2115
	White	87.2	89.3	89.6	91.2			1678	1792
	Black	74.7	77.0	80.6	79.0			2400	2502
	No F/R Lunch	88.6	91.1	91.4	90.7			1766	1935
	Free Lunch	72.3	74.1	78.1	78.2			2098	2112
	Reduced Lunch	83.3	82.3	87.0	84.9			269	305
Grade 2	Male	80.4	84.6	87.1	88.6			1731	1820
	Female	88.5	90.6	87.1	89.9			1664	1767
	White	89.3	93.0	92.8	94.7			1423	1502
	Black	80.4	83.3	82.5	85.2			1920	2035
	No F/R Lunch	89.1	94.5	92.0	94.6			1524	1682
	Free Lunch	79.0	80.8	82.5	83.6			1625	1616
	Reduced Lunch	90.0	85.5	86.7	89.8			241	283
Grade 3	Male	89.4	91.9	82.8	87.9			1620	1665
	Female	93.4	95.4	84.5	87.2			1582	1622
	White	95.7	96.7	91.1	93.7			1391	1373
	Black	88.1	91.3	77.7	82.9			1775	1870
	No F/R Lunch	95.7	96.8	90.7	93.1			1500	1546
	Free Lunch	86.4	90.6	76.6	81.6			1454	1472
	Reduced Lunch	94.2	92.0	81.9	88.2			243	263
Grade 6	Male	76.6	80.4	68.4	73.3	73.1	71.8	1517	1529
	Female	81.5	87.7	70.9	75.9	85.5	83.5	1417	1397
	White	90.3	90.8	81.4	87.0	91.3	90.3	1261	1213
	Black	70.1	78.9	60.2	65.3	69.4	67.9	1627	1662
	No F/R Lunch	89.2	90.8	79.4	83.8	90.2	88.0	1431	1501
	Free Lunch	67.3	74.9	58.4	62.9	66.2	63.4	1263	1197
	Reduced Lunch	78.1	85.8	70.5	75.1	79.3	81.0	237	226
Grade 8	Male	73.5	76.2	64.4	69.1	70.1	67.2	1507	1515
	Female	82.7	81.6	63.8	70.1	85.1	79.8	1476	1378
	White	88.0	87.7	79.5	81.5	91.1	88.5	1396	1286
	Black	68.6	71.0	49.5	59.5	65.0	60.1	1545	1545
	No F/R Lunch	87.6	87.9	76.2	79.9	87.6	84.8	1654	1591
	Free Lunch	64.3	65.8	47.1	55.6	62.9	56.2	1127	1086
	Reduced Lunch	74.6	75.3	57.7	63.5	77.0	71.8	201	220

Table 6
SC BASIC SKILLS ASSESSMENT PROGRAM
Charleston County and South Carolina
Percentages of Students Above Standard on the BSAP
Demographic Report, 1987

		READING		MATHEMATICS		WRITING		Number Tested	
		CCSD	SC	CCSD	SC	CCSD	SC	CCSD	SC
Grade 1	Male	79.1	81.3	82.9	84.1			2240	28182
	Female	85.6	87.6	85.7	86.0			2115	25940
	White	89.3	89.2	91.2	90.2			1792	29517
	Black	77.0	78.2	79.0	78.5			2502	24095
	No F/R Lunch	91.1	91.8	90.7	91.4			1935	26610
	Free Lunch	74.1	75.7	78.2	77.7			2112	23151
	Reduced Lunch	82.3	84.4	84.9	84.5			305	4370
Grade 2	Male	84.6	81.6	88.6	86.4			1820	24059
	Female	90.6	89.1	89.9	88.4			1767	22969
	White	93.0	90.4	94.7	92.7			1502	26536
	Black	83.3	78.3	85.2	80.1			2035	19990
	No F/R Lunch	94.5	92.3	94.6	93.2			1682	24471
	Free Lunch	80.8	76.0	83.6	79.8			1616	18405
	Reduced Lunch	85.5	84.5	89.8	86.1			283	4131
Grade 3	Male	91.9	83.5	87.9	82.6			1665	23060
	Female	95.4	91.1	87.2	83.7			1622	21999
	White	96.7	91.7	93.7	89.3			1373	25539
	Black	91.3	80.9	82.9	74.6			1870	19101
	No F/R Lunch	96.8	93.2	93.1	90.0			1546	23588
	Free Lunch	90.6	79.3	81.6	74.2			1472	17618
	Reduced Lunch	92.0	86.6	88.2	81.9			263	3880
Grade 6	Male	80.4	75.1	73.3	70.6	71.8	70.0	1529	22107
	Female	87.7	83.2	75.9	72.8	83.5	83.8	1397	21443
	White	90.8	86.3	87.0	81.9	90.3	86.0	1213	25305
	Black	78.9	68.6	65.3	56.7	67.9	63.4	1662	17662
	No F/R Lunch	90.8	87.5	83.8	82.2	88.0	86.4	1501	24425
	Free Lunch	74.9	66.1	62.9	55.6	63.4	61.9	1197	15360
	Reduced Lunch	85.8	77.6	75.1	68.8	81.0	75.1	226	3667
Grade 8	Male	76.2	68.1	69.1	68.6	67.2	68.5	1515	23175
	Female	81.6	75.0	70.1	69.5	79.8	82.0	1378	22452
	White	87.7	80.3	81.5	78.2	88.5	85.6	1286	27126
	Black	71.0	57.8	59.5	54.8	60.1	59.1	1545	17917
	No F/R Lunch	87.9	81.2	79.9	78.2	84.8	84.9	1591	28052
	Free Lunch	65.8	53.5	55.6	52.0	56.2	56.9	1086	14040
	Reduced Lunch	75.3	66.1	63.5	64.7	71.8	70.6	220	3334

BSAP OBJECTIVES ANALYSIS AND ITEM RESPONSE RESULTS

Objectives Analysis, 1987

Table 7 reports percentages of students at each grade level needing improvement on each Reading and Mathematics objective and percentages of students scoring below standard in Writing at grades 6 and 8 needing improvement on each Writing objective. Percentages are reported for both CCSD and SC for the Spring, 1987 test administration.

The percentage of students needing improvement on individual objectives varies across grade levels such that there are no patterns reflecting general weaknesses among the grades tested. Table 7, for example, shows that the percentage of CCSD students needing improvement in Inference ranges from a low of 7% at grade 3 to a high of 25% at grade 8. There is a general indication that greater percentages of students at grades 6 and 8 need improvement on the objectives. However, this trend can be explained by lower average scores achieved by middle school students compared with elementary school students. In reviewing Table 7, the reader should keep in mind that the BSAP objectives vary in difficulty, i.e., some objectives are by their nature, more difficult than others.

Skills strengths and weaknesses can be viewed from two perspectives. First, one may identify "Absolute" strengths and weaknesses by locating the objective(s) mastered by the highest percentage of students (strength[s]) and the objectives on which the greatest percentage of students needed improvement (weakness[es]). Instructional strategies, which focus on skills weaknesses identified in this manner, may improve student performance on the entire test and result in higher BSAP scores.

The second approach identifies strengths and weaknesses "Relative" to the difficulty of the individual objectives. In this method, difficulty levels of objectives may be established by the performance of students statewide. The percentages of statewide students mastering objectives or "needing improvement" become standards to which the performance of CCSD students can be compared to determine relative strengths or weaknesses.

These two methods of identifying strengths and weaknesses might not bear the same result; however, each serves a purpose. For example, utilizing CCSD data from Table 7, Operations appears to be the most problematic objective for first and second grade students. However, when these data are compared to SC data, smaller percentages of CCSD pupils need improvement with respect to Operations than SC pupils.

Tables 8A-8C list skills strengths and weaknesses based on the performance of CCSD students on each objective ("Absolute") and the performance of CCSD students as compared to SC students ("Relative"). "Absolute Strengths" identify the one or two objectives which the greatest percentage of CCSD students mastered. "Absolute Weaknesses" identify one or two objectives on which the greatest percentage of CCSD students need improvement. "Relative" strengths and weaknesses are determined by the degree of discrepancy between the percentages of CCSD and SC students meeting standards on objectives. Only the greatest one or two strengths or weaknesses are listed for each objective. The degree of strength or weakness is denoted by asterisks. A single asterisk (*) indicates a difference of 1-2 percentage points; a double asterisk (**) indicates a difference of 3-5 percentage points; and a triple asterisk (***) indicates a difference of 6 or more percentage points.

In READING (Table 8A), Decoding and Word Meaning was a "Relative" strength at four of the five grade levels tested. "Absolute" strengths varied across grade levels. Students at grades 2, 3, 6, and 8 showed no weaknesses relative to the performance of students statewide, while first graders showed minor "Relative" weaknesses in four of the six objectives. Details was the most problematic objective for first and second graders from the absolute perspective. "Absolute" weaknesses varied across other objectives for students in grades 3, 6, and 8.

In general, the same strength and weakness patterns were demonstrated by all students tested and by students scoring below standard. The most striking exceptions include: a) "below standard" students in grade 3 showed greater "Absolute" weaknesses in Details and Inference than in Main Idea, as identified for "all students," (b) sixth grade "below standard" students showed a "Relative" weakness in Analysis of Literature when compared to students statewide, and (c) eighth grade "below standard" pupils displayed "Relative" weaknesses in Details*, Main Idea**, Inference**, and Analysis of Literature**. Students scoring below standard must be remediated. Many of them are included in remedial programs (EIA, Chapter I), and this information may benefit instructional planning in those programs.

MATHEMATICS (Table 8B) illustrates possible "apparent" contradictions presented by these kinds of analyses. Objectives which appear as "Absolute" weaknesses at some grade levels, also appear as "Relative" strengths at the same grade levels. At both first and second grades, for example, Operations is designated as the "Absolute" weakness and as the "Relative" strength. Apparent contradictions, however, illustrate how this type of analysis puts data into perspective.

Operations was a "Relative" strength in both first and second grades, while Concepts was the "Absolute" strength at those grade levels. Geometry was the strength identified by both techniques at grade 3. At grade 6, Concepts appeared as a strength when both methods were used. At grade 8, different objectives were identified by the different methods.

Measurement was identified as a "Relative" weakness in three of five grade levels tested (grades 2, 6, and 8). Operations was designated as the "Absolute" weakness at grades 1 and 2. At grade 3, Problem Solving was identified as a weakness by both methods, as was Measurement at grade 6, and Concepts at grade 8.

Mathematics results were generally the same for below standard students and all students tested. The most salient change was that Concepts appeared as both an "Absolute" and "Relative" strength in first and second grade among students scoring below standard.

Objective data for WRITING (Table 8C) are only available for students who did not meet Writing standards on the overall test. Writing results indicate that Composition and Word Usage were the "Absolute" strength and weakness, respectively, in both grade levels tested, while Sentence Formation was the "Relative" weakness.

Appendix F includes District Summary Reports for each grade tested reporting percentages of CCSD students meeting standards and needing improvement on each objective as well as the Total Test for Reading, Math, and Writing. Percentages are given for All Students, Students Who Met Standards, and Students Who Did Not Meet Standards. District Summary Reports also provide summary statistics (mean, median, highest score, lowest score) for CCSD students.

Appendix G includes the percentage of students needing improvement on each objective for each CCSD school, as well as percentages meeting standards, means, medians and numbers of students tested.

Objectives Analysis, 1985-1987

For instructional planning, analyses of objective performance across several years is beneficial in distinguishing patterns from yearly fluctuations. Since the composition of the BSAP test forms varies from year to year, analyses of objective performance over time can be misleading. This shortcoming can be modulated by making a comparison of the "Relative" weaknesses for several years, since "Relative" weaknesses should not be as subject to fluctuations in test content as "Absolute" weaknesses. Tables 9A-9C list "Relative" weaknesses in each subject area tested for the years 1985-1987.

READING data indicate that Details and Inference have been weaknesses in first grade Reading in 1985, 1986, and 1987; but Decoding and Word Meaning is the only objective not cited as a weakness in first grade Reading during this period. In all other grade levels tested, CCSD pupils outscored SC pupils on all Reading objectives.

In MATHEMATICS, patterns were not as visible. Geometry and Measurement appeared consistently as weaknesses in grade 2; Problem Solving was a clear weakness in grade 3; and Concepts was an eighth grade weakness in two of the three testing periods.

WRITING results indicate that Sentence Formation was a weakness for both grade levels tested in 1985 and 1987. CCSD students displayed no relative weakness in 1986.

Item Analysis

Item data which could be used for further analyses of skills strengths and weaknesses are given in Appendix H. The Item Response Summaries provide a description of each item on the BSAP tests, the percentage of students in the district answering the item correctly, the percentage of students in the state answering the item correctly, and the difference in state and district percentages.

The Item Response Summary reports data for individual items and should be used cautiously since a sample of one item does not provide adequate information for generalization to a subskill. Item difficulty is not constant across items.

When reviewing Item Response data, "Relative" and "Absolute" approaches can also be used. "Relative" strengths and weaknesses can be identified by the positive District-State differences (strengths) or negative District-State differences (weaknesses). "Relative" comparisons should be tempered by "Absolute" data such as the District or State Percent Correct. For example, the first item on the first grade test (1-DW 1 Identify a picture which represents a grade 1 sight word) might appear to be a weakness since a negative number appears in the difference column (-.1). However, 98.1% of the students in CCSD and 98.2% of the students statewide answered that item correctly. Similarly, Item 4-GE 2, Determine the Congruent Angles Using Given Angle Measures, might appear as a strength with a +1.0 District-State difference on the eighth grade test. However, only 39.5% of the students in Charleston and 38.5% of the students in the state answered correctly.

Table 7

SC BASIC SKILLS ASSESSMENT PROGRAM
Charleston County School District
Percentage of Students Needing Improvement on Each BSAP Skill, 1987

	Grade									
	1		2		3		6		8	
Skill	CCSD	SC	CCSD	SC	CCSD	SC	CCSD	SC	CCSD	SC
READING*										
Decoding/ Word Meaning	9	10	11	14	6	13	21	25	20	25
Details	21	19	15	18	7	13	17	21	9	11
Main Idea	15	13	7	9	8	13	10	12	21	23
Reference Usage	10	8	13	14	6	10	9	12	19	26
Inference	14	12	11	14	7	12	14	17	25	29
Analysis of Literature	19	17	11	13	7	10	22	23	21	24
MATHEMATICS*										
Concepts	11	10	3	5	16	17	14	16	39	36
Operations	22	23	21	24	7	10	25	27	18	18
Measurement	12	11	11	9	21	22	30	28	31	27
Geometry	12	10	6	6	2	7	28	27	21	22
Problem Solving	12	11	9	9	24	23	21	24	31	32
WRITING**										
Mechanics							53	60	65	65
Word Usage							75	75	83	86
Sentence Formation							66	60	68	63
Composition							9	9	6	9

*The percentages for reading and mathematics include students who met the standard but whose test performance revealed a need for assistance on one or more skills.

**The percentages for writing include only those students who were below the standard on the Writing test since they were the only students whose papers were scored for deficiencies.

Table 8A
SC Basic Skills Assessment Program
Charleston County School District
Analysis of Objective Data for Reading

Grade	Strengths		Weaknesses	
	Absolute	Relative	Absolute	Relative
1	Decoding/ Word Meaning	Decoding/Word Meaning*	Details	Details*, Main Idea*, Reference Usage*, Inference*, Analysis of Literature**
2	Main Idea	Decoding/Word Meaning**, Details**, Inference**	Details	NONE
3	Decoding/ Word Meaning, Reference Usage	Decoding/Word Meaning***	Main Idea	NONE
6	Reference Usage	Decoding/Word Meaning**, Details**	Decoding/Word Meaning, Analysis of Literature	NONE
8	Details	Reference Usage***	Inference	NONE

* Differences between CCSD and SC of 1-2 percentage points
** Differences between CCSD and SC of 3-5 percentage points
*** Differences between CCSD and SC of 6 or more percentage points

Table 8B
SC Basic Skills Assessment Program
Charleston County School District
Analysis of Objective Data for Mathematics

	Strengths		Weaknesses	
Grade	Absolute	Relative	Absolute	Relative
1	Concepts	Operations*	Operations	Geometry*
2	Concepts	Operations**	Operations	Measurement*
3	Geometry	Geometry**	Problem Solving	Problem Solving*
6	Concepts	Concepts*, Problem Solving**	Measurement	Measurement*
8	Operations	Geometry*, Problem Solving*	Concepts	Concepts **, Measurement***

* Differences between CCSD and SC of 1-2 percentage points
** Differences between CCSD and SC of 3-5 percentage points
*** Differences between CCSD and SC of 6 or more percentage points

Table 8C
SC Basic Skills Assessment Program
Charleston County School District
Analysis of Objective Data for Writing

Grade	Strengths Absolute	 Relative	Weaknesses Absolute	 Relative
6	Composition	Mechanics***	Word Usage	Sentence Formation***
8	Composition	Word Usage**, Composition**	Word Usage	Sentence Formation**

* Differences between CCSD and SC of 1-2 percentage points
** Differences between CCSD and SC of 3-5 percentage points
*** Differences between CCSD and SC of 6 or more percentage points

Table 9A
SC Basic Skills Assessment Program
Charleston County School District
Relative Weaknesses Among Reading Objectives, 1985-1987

Grade	1985	1986	1987
1	Details*, Main Idea**, Reference Usage*, Inference*	Details**, Inference*, Analysis of Literature	Details*, Main Idea*, Reference Usage*, Inference*, Analysis of Literature
2	NONE	NONE	NONE
3	NONE	NONE	NONE
6	NONE	NONE	NONE
8	NONE	NONE	NONE

* Differences between CCSD and SC of 1-2 percentage points
** Differences between CCSD and SC of 3-5 percentage points
*** Differences between CCSD and SC of 6 or more percentage points

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Table 9B
SC Basic Skills Assessment Program
Charleston County School District
Relative Weaknesses Among Mathematics Objectives, 1985-1987

Grade	1985	1986	1987
1	Measurement*, Problem Solving*	Concepts*, Operations*	Geometry*
2	Measurement*, Geometry*	Measurement*, Geometry*	Measurement*
3	Problem Solving*	Problem Solving*	Problem Solving*
6	Geometry*	NONE	Measurement*
8	Concepts**, Problem Solving*	NONE	Concepts**, Measurement***

* Differences between CCSD and SC of 1-2 percentage points
** Differences between CCSD and SC of 3-5 percentage points
*** Differences between CCSD and SC of 6 or more percentage points

Table 9C
SC Basic Skills Assessment Program
Charlston County School District
Relative Weaknesses Among Writing Objectives, 1985-1987

Grade	1985	1986	1987
6	Sentence Formation*	NONE	Sentence Formation***
8	Word Usage**, Sentence Formation**	NONE	Sentence Formation**

* Differences between CCSD and SC of 1-2 percentage points
** Differences between CCSD and SC of 3-5 percentage points
*** Differences between CCSD and SC of 6 or more percentage points

CONCLUSIONS

Spring, 1987 district BSAP data indicate that, in general, achievement levels of students at grades 1, 2, 3, 6, and 8 are higher than the achievement levels of South Carolina students with the exceptions of first grade Reading and Mathematics scores and eighth grade Writing scores.

Reading and Mathematics scores have improved for all grade levels tested during the six year period of BSAP implementation. The greatest changes have occured at the sixth and eighth grades. CCSD performance levels have improved more than SC performance during this time.

Although Writing scores have improved since 1983, they appeared to take a downward trend in 1987. CCSD and SC Writing score patterns mirror one another; however, CCSD score drops were greater than SC drops.

Objective Analysis results suggest that the following skills should be addressed districtwide: Details and Inference (Reading, grade 1); Geometry and Measurement (Mathematics, grade 2); Problem Solving (Mathematics, grade 3); Concepts (Mathematics, grade 8); Sentence Formation (Writing, grades 6 and 8).

APPENDIX A

Frequency Distributions of BSAP Scores

CHARLESTON COUNTY SCHOOL DISTRICT
NUMBER AND PERCENTAGE OF STUDENTS SCORING EACH BSAP SCALE SCORE
READING, 1987

TEST_GRD=1

READ_SS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
536	1	0.0	1	0.0
552	1	0.0	2	0.0
566	1	0.0	3	0.1
578	3	0.1	6	0.1
589	4	0.1	10	0.2
600	12	0.3	22	0.5
610	18	0.4	40	0.9
619	20	0.5	60	1.4
628	40	0.9	100	2.3
637	55	1.3	155	3.6
645	59	1.4	214	4.9
653	73	1.7	287	6.6
661	89	2.0	376	8.6
669	96	2.2	472	10.8
677	103	2.4	575	13.2
685	89	2.0	664	15.2
693	110	2.5	774	17.8
701	105	2.4	879	20.2
709	97	2.2	976	22.4
717	110	2.5	1086	24.9
726	112	2.6	1198	27.5
735	114	2.6	1312	30.1
744	144	3.3	1456	33.4
754	129	3.0	1585	36.4
765	165	3.8	1750	40.1
777	160	3.7	1910	43.8
790	183	4.2	2093	48.0
806	210	4.8	2303	52.8
826	308	7.1	2611	59.9
852	385	8.8	2996	68.7
895	540	12.4	3536	81.1
955	824	18.9	4360	100.0

CHARLESTON COUNTY SCHOOL DISTRICT
NUMBER AND PERCENTAGE OF STUDENTS
SCORING EACH BSAP SCALE SCORE
READING, 1987

TEST_GRD=2

READ_SS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
543	1	0.0	1	0.0
555	3	0.1	4	0.1
565	2	0.1	6	0.2
575	4	0.1	10	0.3
584	9	0.3	19	0.5
593	13	0.4	32	0.9
602	18	0.5	50	1.4
610	24	0.7	74	2.1
618	29	0.8	103	2.9
626	25	0.7	128	3.6
634	33	0.9	161	4.5
642	29	0.8	190	5.3
650	38	1.1	228	6.3
658	27	0.8	255	7.1
666	44	1.2	299	8.3
674	54	1.5	353	9.8
683	42	1.2	395	11.0
691	54	1.5	449	12.5
701	54	1.5	503	14.0
710	67	1.9	570	15.9
721	92	2.6	662	18.4
732	133	3.7	795	22.1
745	173	4.8	968	26.9
759	221	6.2	1189	33.1
776	306	8.5	1495	41.6
797	375	10.4	1870	52.0
825	507	14.1	2377	66.2
871	677	18.8	3054	85.0
935	539	15.0	3593	100.0

CHARLESTON COUNTY SCHOOL DISTRICT
NUMBER AND PERCENTAGE OF STUDENTS
SCORING EACH BSAP SCALE SCORE
READING, 1987

TEST_GRD=3

READ_SS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
547	1	0.0	1	0.0
557	1	0.0	2	0.1
576	1	0.0	3	0.1
585	4	0.1	7	0.2
594	3	0.1	10	0.3
603	2	0.1	12	0.4
612	3	0.1	15	0.5
620	5	0.2	20	0.6
628	9	0.3	29	0.9
637	17	0.5	46	1.4
646	16	0.5	62	1.9
654	14	0.4	76	2.3
663	17	0.5	93	2.8
672	25	0.8	118	3.6
682	41	1.2	159	4.8
692	50	1.5	209	6.3
702	60	1.8	269	8.2
713	81	2.5	350	10.6
725	106	3.2	456	13.8
737	165	5.0	621	18.9
751	241	7.3	862	26.2
767	328	10.0	1190	36.1
785	396	12.0	1586	48.2
807	489	14.8	2075	63.0
837	500	15.2	2575	78.2
884	434	13.2	3009	91.4
951	284	8.6	3293	100.0

CHARLESTON COUNTY SCHOOL DISTRICT
NUMBER AND PERCENTAGE OF STUDENTS
SCORING EACH BSAP SCALE SCORE
READING, 1987

TEST_GRD=6

READ_SS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
450	1	0.0	1	0.0
472	1	0.0	2	0.1
490	3	0.1	5	0.2
507	6	0.2	11	0.4
522	4	0.1	15	0.5
536	7	0.2	22	0.8
549	7	0.2	29	1.0
562	8	0.3	37	1.3
574	14	0.5	51	1.7
585	9	0.3	60	2.0
596	12	0.4	72	2.5
607	11	0.4	83	2.8
618	22	0.8	105	3.6
628	19	0.6	124	4.2
638	31	1.1	155	5.3
649	36	1.2	191	6.5
659	52	1.8	243	8.3
669	60	2.0	303	10.3
680	78	2.7	381	13.0
690	92	3.1	473	16.1
701	115	3.9	588	20.1
712	122	4.2	710	24.2
724	143	4.9	853	29.1
736	184	6.3	1037	35.4
749	173	5.9	1210	41.3
763	235	8.0	1445	49.3
778	216	7.4	1661	56.7
796	253	8.6	1914	65.3
816	252	8.6	2166	74.0
840	263	9.0	2429	82.9
873	223	7.6	2652	90.5
927	176	6.0	2828	96.6
1002	101	3.4	2929	100.0

CHARLESTON COUNTY SCHOOL DISTRICT
NUMBER AND PERCENTAGE OF STUDENTS
SCORING EACH BSAP SCALE SCORE
READING, 1987

TEST_GRD=8

READ_SS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
404	1	0.0	1	0.0
460	1	0.0	2	0.1
479	1	0.0	3	0.1
496	2	0.1	5	0.2
511	4	0.1	9	0.3
524	7	0.2	16	0.6
536	12	0.4	28	1.0
547	12	0.4	40	1.4
558	17	0.6	57	2.0
568	13	0.4	70	2.4
578	22	0.8	92	3.2
588	19	0.7	111	3.8
597	23	0.8	134	4.6
606	27	0.9	161	5.5
615	19	0.7	180	6.2
624	30	1.0	210	7.2
633	38	1.3	248	8.5
642	39	1.3	287	9.9
651	46	1.6	333	11.5
660	63	2.2	396	13.6
670	58	2.0	454	15.6
680	83	2.9	537	18.5
690	82	2.8	619	21.3
700	108	3.7	727	25.0
711	154	5.3	881	30.3
723	168	5.8	1049	36.1
736	176	6.1	1225	42.2
751	198	6.8	1423	49.0
767	228	7.9	1651	56.9
786	276	9.5	1927	66.4
810	283	9.7	2210	76.1
842	289	10.0	2499	86.1
894	241	8.3	2740	94.4
968	163	5.6	2903	100.0

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                 CHARLESTON COUNTY SCHOOL DISTRICT
                 NUMBER AND PERCENTAGE OF STUDENTS
                   SCORING EACH BSAP SCALE SCORE
                            MATH, 1987

                            TEST_GRD=1

                                        CUMULATIVE    CUMULATIVE
MATH_SS    FREQUENCY    PERCENT     FREQUENCY      PERCENT
--------------------------------------------------------------
    510            2        0.0              2          0.0
    522            2        0.0              4          0.1
    535            6        0.1             10          0.2
    546            7        0.2             17          0.4
    558            8        0.2             25          0.6
    569           11        0.3             36          0.8
    581           16        0.4             52          1.2
    592           29        0.7             81          1.9
    604           32        0.7            113          2.6
    615           37        0.8            150          3.4
    628           62        1.4            212          4.9
    640           68        1.6            280          6.4
    654           85        2.0            365          8.4
    668          122        2.8            487         11.2
    684          201        4.6            688         15.8
    701          275        6.3            963         22.1
    722          382        8.8           1345         30.9
    746          567       13.0           1912         43.9
    779          750       17.2           2662         61.1
    833          870       20.0           3532         81.0
    908          826       19.0           4358        100.0
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CHARLESTON COUNTY SCHOOL DISTRICT
NUMBER AND PERCENTAGE OF STUDENTS
SCORING EACH BSAP SCALE SCORE
MATH, 1987

TEST_GRD=2

MATH_SS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
490	1	0.0	1	0.0
542	2	0.1	3	0.1
554	2	0.1	5	0.1
567	3	0.1	8	0.2
580	4	0.1	12	0.3
592	12	0.3	24	0.7
605	6	0.2	30	0.8
619	19	0.5	49	1.4
633	39	1.1	88	2.5
649	59	1.6	147	4.1
665	88	2.5	235	6.5
683	152	4.2	387	10.8
703	218	6.1	605	16.8
726	343	9.6	948	26.4
754	447	12.4	1395	38.8
791	603	16.8	1998	55.6
850	826	23.0	2824	78.6
931	767	21.4	3591	100.0

CHARLESTON COUNTY SCHOOL DISTRICT
NUMBER AND PERCENTAGE OF STUDENTS SCORING EACH BSAP SCALE SCORE
MATH, 1987

TEST_GRD=3

MATH_SS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
445	1	0.0	1	0.0
485	1	0.0	2	0.1
551	3	0.1	5	0.2
566	4	0.1	9	0.3
581	8	0.2	17	0.5
596	13	0.4	30	0.9
610	12	0.4	42	1.3
625	26	0.8	68	2.1
640	35	1.1	103	3.1
655	68	2.1	171	5.2
670	88	2.7	259	7.9
686	149	4.5	408	12.4
703	188	5.7	596	18.1
721	198	6.0	794	24.1
740	279	8.5	1073	32.6
762	303	9.2	1376	41.8
787	349	10.6	1725	52.4
817	372	11.3	2097	63.7
857	437	13.3	2534	77.0
922	390	11.8	2924	88.8
1012	368	11.2	3292	100.0

CHARLESTON COUNTY SCHOOL DISTRICT
NUMBER AND PERCENTAGE OF STUDENTS SCORING EACH BSAP SCALE SCORE
MATH, 1987

TEST_GRD=6

MATH_SS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
365	1	0.0	1	0.0
428	2	0.1	3	0.1
467	1	0.0	4	0.1
496	6	0.2	10	0.3
520	11	0.4	21	0.7
541	12	0.4	33	1.1
559	16	0.5	49	1.7
576	16	0.5	65	2.2
591	29	1.0	94	3.2
606	42	1.4	136	4.7
621	41	1.4	177	6.1
635	66	2.3	243	8.3
648	83	2.8	326	11.2
661	137	4.7	463	15.8
675	138	4.7	601	20.6
688	144	4.9	745	25.5
702	197	6.7	942	32.2
715	198	6.8	1140	39.0
729	244	8.3	1384	47.3
744	212	7.3	1596	54.6
759	208	7.1	1804	61.7
775	215	7.4	2019	69.1
793	176	6.0	2195	75.1
812	168	5.7	2363	80.8
833	135	4.6	2498	85.5
858	129	4.4	2627	89.9
888	113	3.9	2740	93.7
928	85	2.9	2825	96.6
992	54	1.8	2879	98.5
1082	44	1.5	2923	100.0

CHARLESTON COUNTY SCHOOL DISTRICT
NUMBER AND PERCENTAGE OF STUDENTS SCORING EACH BSAP SCALE SCORE
MATH, 1987

TEST_GRD=8

MATH_SS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
472	3	0.1	3	0.1
509	4	0.1	7	0.2
537	21	0.7	28	1.0
560	25	0.9	53	1.8
579	37	1.3	90	3.1
597	53	1.8	143	4.9
613	48	1.7	191	6.6
627	82	2.8	273	9.4
641	92	3.2	365	12.6
654	105	3.6	470	16.2
667	99	3.4	569	19.6
679	158	5.4	727	25.1
691	156	5.4	883	30.4
703	169	5.8	1052	36.3
715	186	6.4	1238	42.7
727	162	5.6	1400	48.3
739	195	6.7	1595	55.0
752	170	5.9	1765	60.8
765	177	6.1	1942	66.9
778	194	6.7	2136	73.6
792	154	5.3	2290	78.9
807	130	4.5	2420	83.4
824	120	4.1	2540	87.6
843	125	4.3	2665	91.9
864	81	2.8	2746	94.7
891	60	2.1	2806	96.7
927	56	1.9	2862	98.7
985	29	1.0	2891	99.7
1067	10	0.3	2901	100.0

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             CHARLESTON COUNTY SCHOOL DISTRICT
             NUMBER AND PERCENTAGE OF STUDENTS
                  SCORING EACH BSAP SCORE
                      WRITING, 1987

                       TEST_GRD=6

                                          CUMULATIVE    CUMULATIVE
WRITE_SS    FREQUENCY     PERCENT          FREQUENCY       PERCENT
--------------------------------------------------------------------
       0           12         0.4                 12           0.4
       1           16         0.5                 28           1.0
     1.5           23         0.8                 51           1.7
       2          610        20.9                661          22.6
       3         1232        42.1               1893          64.8
     3.5          564        19.3               2457          84.1
       4          466        15.9               2923         100.0
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                 CHARLESTON COUNTY SCHOOL DISTRICT
                 NUMBER AND PERCENTAGE OF STUDENTS
                      SCORING EACH BSAP SCORE
                           WRITING, 1987

                            TEST_GRD=8

                                                CUMULATIVE   CUMULATIVE
WRITE_SS     FREQUENCY     PERCENT              FREQUENCY     PERCENT
---------------------------------------------------------------------
       0             8        0.3                       8        0.3
       1            13        0.4                      21        0.7
     1.5            26        0.9                      47        1.6
       2           731       25.3                     778       26.9
       3          1035       35.8                    1813       62.7
     3.5           557       19.3                    2370       81.9
       4           523       18.1                    2893      100.0
```

APPENDIX B

Percentages of Students Meeting BSAP Standards in Individual Schools

S.C. Basic Skills Assessment Program
Charleston County School District

Percentages of Students Meeting BSAP Standards in Reading, Mathematics, and Writing Grades 1 - 8
1981-1987

School	Year	Reading					Mathematics					Writing	
		Grade					Grade					Grade	
		1	2	3	6	8	1	2	3	6	8	6	8
Angel Oak	1981	58	52	51			59	68	35				
	1982	80	65	52			74	54	57				
	1983	79	72	72			80	78	66				
	1984	78	88	81			82	91	81				
	1985	79	92	91			83	93	87				
	1986	83	84	90			85	90	92				
	1987	85	88	91			82	90	95				
Ashley River	1981												
	1982												
	1983												
	1984												
	1985	90	94	95			90	93	91				
	1986	91	95	96			87	94	94				
	1987	99	97	99	96		99	99	99	93		100	
Berry	1981	76	58	78			66	58	70				
	1982	52	61	48			46	47	57				
	1983	57	64	86			66	47	79				
	1984	70	68	86			74	81	90				
	1985	75	81	79			69	91	71				
	1986	68	72	86			74	81	61				
	1987	67	63	75			62	74	68				
Birney, Alice	1981				63	61				58	47		
	1982				65	67				54	51		
	1983				66	69				53	53	73	83
	1984				86	67				83	51	86	89
	1985				83	81				71	67	79	92
	1986				82	84				73	69	82	88
	1987				83	82				82	74	85	82
Blaney	1981	81	68	51			67	84	77				
	1982	60	51	56			66	40	66				
	1983	80	68	54			63	55	63				
	1984	81	78	73			57	64	75				
	1985	91	76	74			78	79	77				
	1986	95	79	76			98	76	59				
	1987	80	66	79			90	66	75				

School	Year	Reading Grade 1	Reading Grade 2	Reading Grade 3	Reading Grade 6	Reading Grade 8	Mathematics Grade 1	Mathematics Grade 2	Mathematics Grade 3	Mathematics Grade 6	Mathematics Grade 8	Writing Grade 6	Writing Grade 8
Brentwood	1981												
	1982				54	50				41	38		
	1983				69	58				57	35	70	72
	1984				74	61				51	41	73	74
	1985				74	80				61	59	73	89
	1986				77	82				59	67	78	78
	1987				85	77				70	60	73	66
Buist	1981												
	1982												
	1983												
	1984												
	1985												
	1986	100	100	100	98		98	98	100	96		98	
	1987	100	100	100	100		100	100	95	94		100	
Burns	1981	72	83	78			70	77	60				
	1982	72	77	83			57	66	71				
	1983	75	84	92			73	71	83				
	1984	72	85	91			68	83	89				
	1985	67	83	93			73	85	88				
	1986	64	79	89			68	84	77				
	1987	71	84	88			72	80	92				
Chicora	1981	56	50	54			60	66	66				
	1982	62	61	59			61	53	30				
	1983	51	66	80			64	61	69				
	1984	65	72	81			70	79	83				
	1985	66	68	90			80	68	83				
	1986	71	71	77			80	79	73				
	1987	63	66	91			66	75	73				
Corcoran	1981	90	80	83			79	80	77				
	1982	81	73	79			60	65	57				
	1983	83	74	92			82	64	80				
	1984	83	83	85			76	80	67				
	1985	84	89	93			70	89	84				
	1986	84	90	90			67	89	77				
	1987	83	97	90			85	100	83				
Courtenay	1981				42	19				25	16		
	1982				44	33				40	13		
	1983				44	32				29	11	54	32
	1984				48	35				51	21	61	44
	1985				68	45				56	28	61	51
	1986				68	55				64	40	66	66
	1987				76	72				51	67	58	53

School	Year	Reading					Mathematics					Writing	
		Grade					Grade					Grade	
		1	2	3	6	8	1	2	3	6	8	6	8
Drayton Hall	1981				71	80				63	59		
	1982				80	71				64	52		
	1983				85	80				70	54	84	83
	1984				88	83				72	73	86	90
	1985				88	91				84	73	88	93
	1986				91	94				84	83	91	93
	1987				93	90				87	80	88	92
Edwards, James B.	1981												
	1982	88	90	81			84	76	89				
	1983	86	84	94			83	85	86				
	1984	86	90	98			83	91	94				
	1985	85	97	99			85	95	88				
	1986	91	93	99			92	96	95				
	1987	88	99	99			87	91	95				
Edwards, Jane	1981	38	22	36	19		52	44	20	14			
	1982	47	55	22	47		53	65	33	24			
	1983	57	57	55	37		81	79	75	26		37	
	1984	89	63	89	40		78	37	78	30		40	
	1985	80	60	83	32		84	75	67	37		58	
	1986	68	88	94	75		100	94	94	67		100	
	1987	90	67	100	79		77	48	90	36		71	
Ellington	1981	69	58	61			69	86	59				
	1982	84	59	66			84	69	71				
	1983	81	60	81			71	74	90				
	1984	78	77	74			89	81	83				
	1985	84	69	83			89	93	83				
	1986	78	96	89			85	100	95				
	1987	71	90	97			85	92	96				
Ford, Mary	1981	68	77	55			63	83	65				
	1982	64	69	75			48	74	66				
	1983	69	49	85			62	67	85				
	1984	50	44	60			70	42	68				
	1985	54	75	61			68	86	91				
	1986	66	87	89			67	78	78				
	1987	83	90	89			74	85	84				
Ft. Johnson Middle	1981												
	1982												
	1983												
	1984				81	75				69	68	78	87
	1985				83	83				81	67	76	88
	1986				86	87				83	79	90	83
	1987				93	83				83	80	80	80

School	Year	Reading					Mathematics					Writing	
		Grade					Grade					Grade	
		1	2	3	6	8	1	2	3	6	8	6	8
Fraser	1981	63	53	64			62	55	60				
	1982	59	66	62			53	51	51				
	1983	68	64	71			61	62	77				
	1984	85	71	75			81	81	78				
	1985	81	71	77			76	70	81				
	1986	84	87	91			87	89	78				
	1987	81	80	94			81	84	85				
Frierson	1981	91	56	49	49		94	74	22	36			
	1982	82	78	48	60		71	69	30	54			
	1983	79	58	57	56		57	58	64	44		68	
	1984	55	64	82	80		63	91	86	66		69	
	1985	65	67	84	81		80	78	88	81		91	
	1986	68	79	86	87		85	61	61	78		78	
	1987	67	77	94	100		80	74	94	100		92	
Goodwin	1981	82	72	80			81	76	72				
	1982	90	79	79			81	76	79				
	1983	86	77	93			84	80	83				
	1984	89	88	86			81	91	84				
	1985	80	88	94			78	90	91				
	1986	78	90	94			87	91	89				
	1987	82	95	96			88	95	93				
Harbor View	1981												
	1982												
	1983												
	1984	83	80	90			89	80	89				
	1985	82	85	89			89	83	84				
	1986	84	89	97			87	82	92				
	1987	83	82	97			83	88	91				
Haut Gap	1981				43	31				25	20		
	1982				48	38				25	17		
	1983				48	39				35	16	63	56
	1984				55	46				41	32	59	57
	1985				61	59				51	47	68	74
	1986				80	64				61	51	72	69
	1987				81	76				75	66	66	68
Hughes, Minnie	1981	82	39	42			75	57	65				
	1982	71	59	48			80	43	67				
	1983	73	71	69			73	71	81				
	1984	78	83	72			84	87	65				
	1985	79	83	96			80	85	92				
	1986	71	80	92			75	95	85				
	1987	68	77	88			73	82	76				

School	Year	Reading					Mathematics					Writing	
		Grade					Grade					Grade	
		1	2	3	6	8	1	2	3	6	8	6	8
Hunley Park	1981	68	71	85			64	81	79				
	1982	82	83	73			81	74	70				
	1983	81	74	83			80	84	78				
	1984	90	84	81			91	86	82				
	1985	90	80	94			89	91	81				
	1986	82	95	95			85	96	91				
	1987	94	89	99			87	94	94				
James Island Middle	1981												
	1982												
	1983												
	1984				75	68				63	61	84	77
	1985				66	81				56	75	73	88
	1986				91	84				81	80	91	85
	1987				92	92				83	85	91	89
Ladson	1981	94	78	71			88	82	72				
	1982	93	86	86			88	63	84				
	1983	78	75	90			84	79	81				
	1984	95	80	83			96	94	92				
	1985	84	91	95			88	88	84				
	1986	84	89	95			89	86	95				
	1987	78	92	99			86	93	92				
Laing	1981				51	54				52	47		
	1982				68	61				63	53		
	1983				65	66				61	49	67	71
	1984				80	70				72	63	79	76
	1985				84	80				81	70	86	78
	1986				92	87				85	76	90	83
	1987				91	85				86	80	82	87
Lambs	1981	88	74	80			76	78	65				
	1982	87	90	79			78	86	62				
	1983	94	82	92			93	81	87				
	1984	95	83	87			95	84	87				
	1985	95	88	97			93	87	89				
	1986	84	86	97			92	84	91				
	1987	94	93	99			96	97	89				
Lincoln High	1981					22					16		
	1982					26					8		
	1983					23					11		34
	1984					27					12		24
	1985					28					26		41
	1986					60					30		60
	1987					60					40		63

School	Year	Reading					Mathematics					Writing	
		Grade					Grade					Grade	
		1	2	3	6	8	1	2	3	6	8	6	8
Memminger	1981	59	54	61			56	65	68				
	1982	58	59	66			54	56	50				
	1983	71	61	86			78	60	80				
	1984	76	70	71			76	82	83				
	1985	72	76	85			75	80	81				
	1986	68	78	78			79	83	76				
	1987	63	80	87			82	94	88				
Midland Park	1981	65	73	85			71	92	80				
	1982	78	66	73			73	74	80				
	1983	77	83	82			80	76	80				
	1984	94	82	93			98	96	93				
	1985	88	82	92			94	92	94				
	1986	90	94	96			93	100	82				
	1987	85	93	94			92	95	88				
Mitchell	1981	94	61	62			87	75	45				
	1982	75	80	71			78	60	57				
	1983	79	74	84			70	65	66				
	1984	73	77	87			76	84	80				
	1985	77	84	81			82	90	70				
	1986	73	77	86			84	88	68				
	1987	80	93	91			86	97	74				
Moore, Jennie	1981	78	51	57			81	56	57				
	1982	90	71	64			78	53	72				
	1983	81	77	76			78	73	61				
	1984	72	75	83			74	86	89				
	1985	58	73	88			75	89	82				
	1986	70	60	83			81	75	77				
	1987	93	86	90			95	96	83				
Morningside	1981												
	1982				60	54				40	32		
	1983				57	59				44	40	59	70
	1984				61	56				55	47	66	77
	1985				67	64				65	53	72	77
	1986				82	62				72	52	83	75
	1987				82	70				64	56	79	65
Moultrie	1981				80	64				76	56		
	1982				77	69				68	60		
	1983				85	67				80	53	84	79
	1984				85	70				80	66	89	86
	1985				93	86				84	79	90	92
	1986				90	88				87	74	88	89
	1987				89	80				83	75	86	82

School	Year	Reading					Mathematics					Writing	
		Grade					Grade					Grade	
		1	2	3	6	8	1	2	3	6	8	6	8
Mt. Pleasant	1981	71	71	70			79	74	83				
	1982	90	88	83			78	65	92				
	1983	81	65	93			83	69	94				
	1984	82	80	80			88	85	90				
	1985	85	94	95			88	94	100				
	1986	76	92	100			81	81	91				
	1987	83	98	95			81	96	95				
Murray LaSaine	1981	68	49	64			68	70	47				
	1982	65	71	56			72	57	48				
	1983	67	68	76			70	69	69				
	1984	68	60	83			80	77	78				
	1985	85	70	93			92	80	88				
	1986	85	70	89			91	86	86				
	1987	82	91	92			85	94	92				
North Charleston Elementary	1981	62	80	60			66	80	49				
	1982	76	89	73			60	87	69				
	1983	82	86	74			65	86	65				
	1984	84	79	86			81	86	84				
	1985	64	87	86			77	92	74				
	1986	84	81	93			88	85	78				
	1987	87	92	96			87	90	76				
Oakland	1981	80	67	81			71	76	74				
	1982	75	75	77			77	73	76				
	1983	73	76	90			72	80	88				
	1984	86	84	89			80	88	88				
	1985	80	89	95			75	88	85				
	1986	76	89	94			88	94	91				
	1987	83	81	96			80	95	94				
Orange Grove	1981	83	82	92			77	82	79				
	1982	81	87	91			76	84	86				
	1983	84	89	92			81	89	85				
	1984	92	90	95			93	94	96				
	1985	88	93	96			88	92	89				
	1986	89	89	96			97	92	94				
	1987	93	98	97			90	99	90				
Park Circle	1981	59	56	66			49	62	65				
	1982	80	75	71			73	65	55				
	1983	70	62	88			75	65	70				
	1984	78	77	86			84	70	89				
	1985	76	70	97			84	81	83				
	1986	82	84	96			87	90	86				
	1987	92	87	97			92	87	93				

School	Year	Reading					Mathematics					Writing	
		Grade					Grade					Grade	
		1	2	3	6	8	1	2	3	6	8	6	8
Pepperhill	1981	85	76	89			74	73	77				
	1982	83	91	79			70	75	73				
	1983	81	67	94			74	81	79				
	1984	91	93	86			83	95	86				
	1985	89	84	97			86	89	89				
	1986	81	85	90			82	91	79				
	1987	79	92	98			78	85	78				
Remount Road	1981	73	79	76			75	79	51				
	1982	63	63	70			61	66	72				
	1983	53	60	81			66	78	81				
	1984	73	65	88			71	86	84				
	1985	78	87	90			87	95	76				
	1986	77	78	94			84	85	71				
	1987	69	83	94			86	82	78				
Rivers	1981				36	33				24	9		
	1982				45	33				28	14		
	1983				44	32				34	7	46	35
	1984				59	41				38	31	50	50
	1985				56	52				55	37	56	67
	1986				62	65				55	45	62	62
	1987				69	72				67	68	58	58
Ronald E. McNair	1981	52	73	43			53	78	24				
	1982	66	53	51			60	53	62				
	1983	56	54	73			58	69	62				
	1984	69	80	51			74	84	57				
	1985	82	71	83			85	84	92				
	1986	77	83	96			71	67	76				
	1987	76	88	92			71	88	94				
Sanders-Clyde	1981	79	49	36			79	73	54				
	1982	79	84	54			83	81	30				
	1983	70	71	69			68	78	65				
	1984	74	81	71			83	90	71				
	1985	80	64	71			81	77	72				
	1986	76	82	82			83	83	80				
	1987	79	80	96			82	84	71				
Schroder	1981				33	18				25	12		
	1982				37	26				24	9		
	1983				51	32				40	21	57	38
	1984				52	30				43	30	49	51
	1985				59	45				47	33	65	61
	1986				57	64				44	42	64	57
	1987				74	56				56	46	73	44

School	Year	Reading					Mathematics					Writing	
		Grade					Grade					Grade	
		1	2	3	6	8	1	2	3	6	8	6	8
Simons, James	1981	54	58	59			50	71	68				
	1982	64	71	66			58	59	74				
	1983	65	72	76			57	70	54				
	1984	85	77	81			75	77	69				
	1985	87	80	78			89	86	62				
	1986	84	85	90			83	89	83				
	1987	88	84	86			87	85	85				
Springfield	1981	88	76	91			73	82	75				
	1982	83	86	86			73	75	83				
	1983	97	92	94			91	90	87				
	1984	91	91	93			89	94	98				
	1985	88	92	97			91	90	86				
	1986	92	93	96			90	96	85				
	1987	95	98	97			95	96	94				
St. Andrew's Elementary	1981	89	68	88			80	62	66				
	1982	75	82	77			64	64	65				
	1983	80	81	86			78	78	82				
	1984	82	87	93			85	81	86				
	1985	78	92	90			78	87	79				
	1986	82	88	89			81	74	72				
	1987	78	87	99			86	84	95				
St. James-Santee	1981												
	1982												
	1983												
	1984	57	70	40	47		75	77	53	33		57	
	1985	50	51	66	46		65	63	55	49		53	
	1986	60	58	75	53		77	74	77	71		50	
	1987	72	69	89	82		85	75	94	66		58	
Stiles Point	1981	89	90	85			85	93	80				
	1982	88	88	87			86	90	87				
	1983	86	83	94			83	91	94				
	1984	79	88	85			77	91	90				
	1985	85	83	93			87	82	82				
	1986	75	79	99			84	84	94				
	1987	87	94	93			89	93	88				
Stono Park	1981	80	82	86			74	86	83				
	1982	88	83	91			83	83	93				
	1983	70	85	96			76	84	100				
	1984	87	84	99			84	90	99				
	1985	90	92	98			90	92	94				
	1986	79	89	95			84	100	79				
	1987	82	94	93			83	99	82				

School	Year	Reading					Mathematics					Writing	
		Grade					Grade					Grade	
		1	2	3	6	8	1	2	3	6	8	6	8
Sullivan's Island	1981	98	89	92			83	88	81				
	1982	98	85	84			93	81	82				
	1983	91	95	100			97	100	94				
	1984	100	98	100			98	96	100				
	1985	98	98	100			96	98	96				
	1986	100	98	100			95	96	92				
	1987	97	98	98			95	95	92				
Toole	1981												
	1982				49	43				37	20		
	1983				44	57				32	27	51	61
	1984				66	52				53	45	67	57
	1985				63	68				56	45	67	67
	1986				66	73				49	57	59	66
	1987				77	76				66	66	69	65
Whitesides	1981	90	84	93			88	87	86				
	1982	94	79	83			89	76	86				
	1983	85	95	95			77	93	88				
	1984	86	83	97			84	93	92				
	1985	87	86	96			86	94	93				
	1986	89	94	94			86	85	92				
	1987	92	91	98			83	92	94				
Williams, C.E.	1981				66	64				53	52		
	1982				74	64				58	31		
	1983				77	66				58	38	73	78
	1984				80	68				67	57	79	79
	1985				71	76				66	54	75	82
	1986				81	84				70	66	89	78
	1987				85	82				74	69	84	75

WPI9-98MH

APPENDIX C

Mobility Indices, Percent Free Lunch, and Percent Handicapped Tested

CHARLESTON COUNTY SCHOOL DISTRICT

Mobility Indices, Percent Free Lunch, and Percent Handicapped Students Tested

Elementary Schools

School	Mobility Index	% Free Lunch	% Handicapped
Angel Oak	15.9	56.2	9.5
Ashley River	7.9	9.9	8.2
Berry	36.1	73.8	16.8
Blaney	23.4	73.1	5.6
Buist	8.6	8.3	0.8
Burns	30.9	58.0	12.0
Chicora	22.6	86.6	9.0
Corcoran	23.5	27.9	12.4
Edwards, James B.	25.2	17.0	11.4
Edwards, Jane	17.0	87.3	25.4
Ellington	16.3	69.2	13.0
Ford, Mary	18.3	81.1	15.4
Fraser	16.5	89.1	9.9
Frierson	10.9	79.2	11.7
Goodwin	32.8	20.0	9.2
Harbor View	18.1	19.5	15.0
Hughes, Minnie	8.5	87.8	13.0
Hunley Park	39.6	28.0	16.0
Ladson	29.8	35.1	10.7
Lambs	19.9	12.6	13.0
McNair, Ronald	21.8	97.1	13.4
Memminger	14.4	72.4	14.2
Midland Park	29.1	35.0	13.0
Mitchell	17.1	89.0	15.0
Moore, Jennie	17.7	41.4	12.0
Mt. Pleasant Academy	17.9	17.0	14.0
Murray LaSaine	23.9	32.1	12.8
North Charleston	29.0	47.1	5.7
Oakland	19.4	29.1	11.5
Orange Grove	25.1	22.1	12.3
Park Circle	30.3	52.3	15.0
Pepperhill	25.2	29.0	9.7
Remount Road	38.0	70.0	11.0
Sanders-Clyde	13.2	100.0	13.5
Springfield	16.4	17.2	12.3
St. Andrews	22.8	41.4	14.3
St. James/Santee	8.2	76.0	13.0
Simons, James	8.3	70.0	11.1
Stiles Point	15.8	31.1	11.1
Stono Park	19.2	37.0	10.1
Sullivan's Island	12.3	2.8	15.0
Whitesides	15.7	20.4	23.4

CHARLESTON COUNTY SCHOOL DISTRICT

Mobility Indices, Percent Free Lunch and Percent Handicapped Students Tested

Middle Schools

School	Mobility Index	% Free Lunch	% Handicapped
Birney, Alice	25.6	25.5	10.3
Brentwood	25.4	37.3	10.1
Courtenay	8.7	70.4	5.6
Drayton Hall	17.3	12.0	7.8
Fort Johnson	9.9	26.3	16.3
Haut Gap	11.5	52.3	14.0
James Island	13.5	16.1	8.2
Laing	18.1	25.0	5.1
Morningside	32.5	45.8	16.3
Moultrie	15.0	16.8	21.0
Rivers	12.3	81.1	12.3
Schroder	29.1	71.0	9.3
Toole	28.5	59.0	4.2
Williams, C.E.	16.3	28.0	10.1

APPENDIX D

1986 Readiness Scores and BSAP Scores for First Graders

S.C. BASIC SKILLS ASSESSMENT PROGRAM
Charleston County School District

Percentages Scoring Ready on the CSAB and Meeting BSAP Standards Among 1986-87 First Graders in Each School Taking Both CSAB and BSAP

School	Number of Students	Fall 1986 CSAB % Ready	Spring 1987 BSAP % Meeting Standard	
			Reading	Mathematics
Angel Oak	154	75%	86%	83%
Ashley River	75	91%	99%	99%
Berry	70	73%	69%	63%
Blaney	55	58%	80%	91%
Buist	40	100%	100%	98%
Burns	157	62%	71%	71%
Chicora	162	56%	64%	65%
Corcoran	106	77%	82%	87%
Edwards, James	158	82%	87%	87%
Edwards, Jane	26	38%	88%	73%
Ellington	60	72%	70%	85%
Ford, Mary	57	63%	84%	74%
Fraser	108	74%	81%	81%
Frierson	47	68%	70%	79%
Goodwin	157	75%	82%	89%
Harbor View	110	84%	84%	83%
Hughes, Minnie	58	50%	69%	74%
Hunley Park	80	75%	96%	90%
Ladson	92	74%	78%	87%
Lambs	103	84%	97%	98%
McNair, Ronald	61	54%	75%	70%
Memminger	96	71%	61%	82%
Midland Park	90	70%	84%	92%
Mitchell	118	73%	79%	86%
Moore, Jennie	111	82%	94%	95%
Mt. Pleasant Academy	66	71%	85%	83%
Murray LaSaine	110	70%	82%	84%
North Charleston	61	79%	89%	89%
Oakland	106	78%	84%	80%
Orange Grove	122	85%	93%	89%
Park Circle	69	80%	93%	93%
Pepperhill	132	79%	78%	78%
Remount Road	83	63%	70%	84%
Sanders-Clyde	101	72%	79%	82%
Simons, James	153	67%	88%	86%
Springfield	137	91%	95%	94%
St. Andrew's	99	78%	77%	86%
St. James-Santee	101	63%	72%	86%
Stiles Point	111	80%	86%	89%
Stono Park	91	69%	80%	82%
Sullivan's Island	62	94%	97%	95%
Whitesides	88	78%	92%	83%

APPENDIX E

District Demographic Reports

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

DISTRICT DEMOGRAPHIC REPORT

DISTRICT: 17 CHARLESTON

DISTRICT COPY 1

GRADE 1
TEST DATE: MAY 87

	MATHEMATICS								READING									
				TOTAL % NEEDING IMPROVEMENT								TOTAL % NEEDING IMPROVEMENT						
	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	CN	OP	ME	GE	PS	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	DW	DE	MI	RE	IN	AL
SEX																	
MALE	2240	777	82.9	12.1	23.5	11.9	10.7	11.7	2240	796	79.1	10.3	24.4	16.9	11.5	17.1	21.4
FEMALE	2113	782	85.7	8.7	20.4	11.8	12.5	12.3	2115	819	85.6	6.7	16.9	12.0	7.8	11.0	15.7
UNKNOWN	5	747	60.0	40.0	40.0	20.0	20.0	20.0	5	773	80.0	0.0	40.0	0.0	20.0	0.0	20.0
ETHNICITY																	
WHITE	1791	801	91.2	8.0	15.5	9.4	6.0	6.0	1792	837	89.3	3.9	16.0	8.2	5.4	8.9	12.2
BLACK	2501	763	79.0	11.6	26.9	13.7	15.2	16.5	2502	785	77.0	12.0	24.5	19.2	13.0	18.1	23.5
HISPANIC	25	797	88.0	0.0	24.0	8.0	8.0	8.0	25	826	80.0	8.0	12.0	20.0	8.0	8.0	12.0
ASIAN-AMERICAN	30	823	100.0	3.3	3.3	6.7	0.0	6.7	30	864	96.7	0.0	3.3	3.3	0.0	3.3	6.7
AMERICAN INDIAN	7	780	100.0	14.3	42.9	14.3	0.0	0.0	7	818	100.0	0.0	14.3	0.0	14.3	0.0	14.3
UNKNOWN	4	759	75.0	25.0	25.0	25.0	25.0	0.0	4	826	100.0	0.0	50.0	0.0	0.0	0.0	0.0
LUNCH PROGRAM																	
NO F/R LUNCH	1935	801	90.7	8.1	15.8	9.4	6.7	7.3	1935	842	91.1	4.2	13.5	7.3	4.4	7.8	10.6
FREE LUNCH	2112	759	78.2	12.9	27.8	14.3	16.2	16.7	2112	776	74.1	12.8	27.0	21.3	14.6	20.0	25.9
REDUCED LUNCH	305	784	84.9	8.9	21.3	10.5	10.5	9.5	305	800	82.3	5.9	23.3	13.8	8.9	13.4	20.0
TOTAL F/R LUNCH	2417	762	79.0	12.4	27.0	13.8	15.5	15.8	2417	779	75.2	12.0	26.6	20.3	13.9	19.2	25.1
UNKNOWN	8	746	75.0	12.5	25.0	25.0	12.5	0.0	8	814	87.5	12.5	37.5	12.5	25.0	12.5	12.5
HANDICAPPED																	
HANDICAPPED	580	735	66.7	19.1	37.2	23.3	18.3	26.7	580	763	64.1	19.3	32.9	28.4	20.5	26.2	32.6
NOT HANDICAPPED	3750	786	87.0	9.1	19.6	10.0	10.5	9.8	3752	816	85.1	6.8	18.8	12.3	8.0	12.2	16.5
UNKNOWN	28	748	71.4	17.9	35.7	25.0	14.3	7.1	28	783	75.0	21.4	32.1	25.0	10.7	17.9	21.4
GIFTED&TALENTED																	
GIFTED&TALENTED	97	860	100.0	2.1	4.1	1.0	2.1	1.0	97	937	97.9	0.0	1.0	0.0	0.0	2.1	2.1
NOT GIFT/TALENTED	4166	777	83.8	10.8	22.5	12.0	11.8	12.4	4169	804	81.8	8.7	21.3	14.8	10.0	14.4	19.1
UNKNOWN	95	789	87.4	5.3	18.9	18.9	10.5	7.4	94	804	86.2	8.5	19.1	14.9	6.4	14.9	13.8
REPEATER																	
REPEATER	752	791	89.9	5.7	15.4	6.9	10.6	10.5	751	812	89.1	5.5	17.0	8.9	4.5	9.9	13.0
NON-REPEATER	3553	777	83.0	11.4	23.3	12.9	11.8	12.4	3556	807	80.8	9.2	21.5	15.7	10.9	15.0	19.7
UNKNOWN	53	756	84.9	13.2	30.2	11.3	9.4	11.3	53	785	81.1	9.4	26.4	15.1	7.5	15.1	24.5
ALL STUDENTS	4358	779	84.2	10.5	22.1	11.9	11.6	12.0	4360	807	82.2	8.5	20.8	14.5	9.7	14.1	18.6

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

DISTRICT DEMOGRAPHIC REPORT

DISTRICT COPY 1

DISTRICT: 17 CHARLESTON

GRADE 2
TEST DATE: MAY 87

	MATHEMATICS									READING									
				TOTAL % NEEDING IMPROVEMENT									TOTAL % NEEDING IMPROVEMENT						
	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	CN	OP	ME	GE	PS	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	DW	DE	MI	RE	IN	AL
SEX																	
MALE	1819	800	88.6	2.6	23.3	10.9	7.3	9.1	1820	794	84.6	11.5	19.8	8.5	16.2	14.1	13.7
FEMALE	1766	808	89.9	2.8	19.4	10.6	5.6	8.1	1767	813	90.6	9.3	10.7	6.1	9.8	8.6	9.2
UNKNOWN	6	796	83.3	16.7	33.3	0.0	0.0	0.0	6	756	66.7	33.3	33.3	33.3	16.7	16.7	0.0
ETHNICITY																	
WHITE	1500	829	94.7	2.1	14.3	7.2	4.6	4.6	1502	829	93.0	6.4	11.2	3.7	8.1	6.8	7.7
BLACK	2035	785	85.2	3.2	26.7	13.4	7.9	11.7	2035	784	83.3	13.4	18.5	9.9	16.8	14.9	14.2
HISPANIC	22	809	90.9	4.5	13.6	13.6	0.0	0.0	22	803	90.9	27.3	9.1	9.1	13.6	9.1	13.6
ASIAN-AMERICAN	25	843	96.0	0.0	12.0	0.0	0.0	0.0	25	811	88.0	4.0	12.0	12.0	12.0	4.0	8.0
AMERICAN INDIAN	6	787	66.7	16.7	33.3	16.7	16.7	0.0	6	785	100.0	0.0	16.7	16.7	0.0	16.7	33.3
UNKNOWN	3	789	100.0	0.0	0.0	33.3	0.0	0.0	3	821	100.0	0.0	0.0	0.0	0.0	0.0	0.0
LUNCH PROGRAM																	
NO F/R LUNCH	1601	829	94.6	1.7	14.0	6.1	4.4	5.1	1682	832	94.5	4.8	9.0	3.3	7.0	5.6	6.1
FREE LUNCH	1615	777	83.6	3.5	29.6	15.6	8.4	12.4	1616	774	80.8	15.9	21.2	11.0	19.0	17.0	16.6
REDUCED LUNCH	283	804	89.8	4.2	18.0	10.6	6.7	7.1	283	794	85.5	12.0	18.4	10.2	14.8	13.4	12.7
TOTAL F/R LUNCH	1898	781	84.5	3.6	27.9	14.9	8.2	11.6	1899	777	81.5	15.3	20.8	10.9	18.4	16.5	16.1
UNKNOWN	12	794	83.3	0.0	25.0	8.3	16.7	16.7	12	756	58.3	33.3	41.7	16.7	33.3	25.0	33.3
HANDICAPPED																	
HANDICAPPED	450	775	81.1	5.1	32.4	16.4	14.7	12.4	461	760	72.1	18.6	33.0	16.2	23.5	25.3	23.1
NOT HANDICAPPED	3127	808	90.4	2.3	19.8	9.9	5.2	8.0	3128	809	89.8	9.3	12.7	6.1	11.6	9.4	9.7
UNKNOWN	14	769	78.6	14.3	21.4	7.1	14.3	21.4	14	767	78.6	7.1	28.6	0.0	14.3	14.3	35.7
GIFTED&TALENTED																	
GIFTED&TALENTED	158	887	99.4	0.0	3.8	1.3	1.3	0.0	158	891	100.0	0.0	0.6	0.0	0.0	0.0	0.6
NOT GIFT/TALENTED	3338	801	88.8	2.8	22.1	11.1	6.5	8.8	3340	799	86.9	11.0	15.9	7.7	13.8	11.9	12.0
UNKNOWN	95	784	86.3	4.2	25.3	12.6	11.6	13.7	95	803	89.5	9.5	18.9	6.3	9.5	11.6	9.5
REPEATER																	
REPEATER	320	802	90.9	2.5	19.1	8.8	7.5	11.6	320	792	85.6	9.4	20.9	8.1	11.6	12.5	11.6
NON-REPEATER	3212	804	89.0	2.7	21.6	10.9	6.4	8.3	3214	804	87.6	10.5	14.9	7.3	13.3	11.4	11.5
UNKNOWN	59	824	89.8	3.4	18.6	11.9	3.4	6.8	59	833	93.2	11.9	10.2	3.4	10.2	8.5	8.5
ALL STUDENTS	3591	804	89.2	2.7	21.4	10.7	6.4	8.6	3593	803	87.5	10.5	15.3	7.3	13.1	11.4	11.4

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

DISTRICT DEMOGRAPHIC REPORT

DISTRICT COPY 1

DISTRICT: 17 CHARLESTON

GRADE 3
TEST DATE: MAY 87

	MATHEMATICS								READING								
				TOTAL % NEEDING IMPROVEMENT								TOTAL % NEEDING IMPROVEMENT					
	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	CN	OP	ME	GE	PS	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	DW	DE	MI	RE	IN	AL
SEX																	
MALE	1664	813	87.9	14.4	7.8	17.7	2.9	24.2	1665	797	91.9	6.9	9.7	9.2	6.8	8.9	7.0
FEMALE	1622	807	87.2	17.5	6.0	24.2	1.8	24.7	1622	810	95.4	5.9	5.2	7.4	5.3	5.2	5.9
UNKNOWN	4	864	100.0	25.0	0.0	25.0	0.0	0.0	4	876	100.0	0.0	0.0	0.0	0.0	0.0	0.0
ETHNICITY																	
WHITE	1373	844	95.7	9.8	5.6	12.2	1.3	15.4	1372	824	96.7	3.5	5.2	4.7	2.7	3.8	4.0
BLACK	1868	784	82.9	20.6	8.0	27.1	3.1	31.2	1870	788	91.3	8.5	9.1	11.0	8.7	9.4	8.3
HISPANIC	19	797	94.7	10.5	0.0	26.3	0.0	10.5	19	808	89.5	5.3	5.3	5.3	0.0	10.5	10.5
ASIAN-AMERICAN	26	867	96.2	11.5	0.0	23.1	0.0	19.2	26	830	100.0	3.8	7.7	3.8	0.0	7.7	3.8
AMERICAN INDIAN	4	721	75.0	25.0	0.0	50.0	50.0	50.0	4	797	100.0	25.0	0.0	25.0	0.0	0.0	0.0
UNKNOWN	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
LUNCH PROGRAM																	
NO F/R LUNCH	1546	839	93.1	11.3	4.9	14.6	1.7	17.7	1545	824	96.8	2.9	4.5	4.9	2.8	3.9	4.1
FREE LUNCH	1470	781	81.6	21.0	9.3	27.8	3.1	31.2	1472	782	90.6	10.0	10.1	11.7	9.4	9.9	9.2
REDUCED LUNCH	263	800	88.2	16.3	5.3	20.2	2.3	26.2	263	805	92.0	6.8	10.6	9.9	6.1	9.5	4.9
TOTAL F/R LUNCH	1733	783	82.6	20.3	8.7	26.6	3.0	30.4	1735	786	90.8	9.5	10.1	11.4	8.9	9.9	8.5
UNKNOWN	11	828	100.0	0.0	9.1	0.0	0.0	27.3	11	786	100.0	0.0	0.0	9.1	9.1	0.0	9.1
HANDICAPPED																	
HANDICAPPED	330	783	82.1	21.5	10.9	24.8	3.3	29.4	331	778	84.6	12.1	15.7	14.5	12.1	14.5	9.7
NOT HANDICAPPED	2951	813	88.2	15.4	6.4	20.5	2.3	23.8	2951	807	94.7	5.8	6.5	7.6	5.4	6.2	6.1
UNKNOWN	9	828	77.8	11.1	11.1	11.1	0.0	44.4	9	785	88.9	0.0	11.1	33.3	0.0	0.0	0.0
GIFTED&TALENTED																	
GIFTED&TALENTED	222	944	100.0	0.5	0.5	1.4	0.0	0.5	222	888	100.0	0.0	0.0	0.0	0.0	0.0	0.0
NOT GIFT/TALENTED	3064	800	86.7	17.1	7.3	22.3	2.5	26.1	3065	798	93.2	6.9	8.0	8.9	6.5	7.5	6.9
UNKNOWN	4	817	100.0	0.0	0.0	0.0	0.0	25.0	4	799	100.0	0.0	25.0	0.0	0.0	25.0	0.0
REPEATER																	
REPEATER	294	801	89.8	13.9	3.7	23.8	0.7	26.9	294	793	95.2	5.8	8.2	9.9	5.4	8.2	7.1
NON-REPEATER	2920	811	87.4	16.1	7.2	20.7	2.6	24.2	2921	805	93.7	6.5	7.3	8.1	6.0	6.7	6.4
UNKNOWN	76	815	88.2	17.1	6.6	18.4	1.3	23.7	76	800	85.5	5.3	11.8	11.8	10.5	14.5	7.9
ALL STUDENTS	3290	810	87.6	16.0	6.9	20.9	2.4	24.4	3291	804	95.6	6.4	7.4	8.3	6.0	7.0	6.5

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SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

DISTRICT DEMOGRAPHIC REPORT

DISTRICT COPY 1

DISTRICT: 17 CHARLESTON

GRADE 6
TEST DATE: MAY 87

	MATHEMATICS								READING									WRITING						
				TOTAL % NEEDING IMPROVEMENT								TOTAL % NEEDING IMPROVEMENT								TOTAL % NEEDING IMPROVEMENT				
	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	CN	OP	ME	GE	PS	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	DW	DE	MI	RE	IN	AL	NUMBER TESTED	% ABOVE STD	HN	MC	WU	SF	CP
SEX																								
MALE	1526	753	73.3	15.6	28.4	25.7	28.2	23.0	1529	768	80.4	20.8	21.5	10.3	11.8	17.3	25.6	1524	71.8	0.1	15.7	21.0	18.6	2.2
FEMALE	1394	753	75.9	12.7	21.7	35.2	27.8	18.1	1397	788	87.7	21.0	11.5	9.0	6.4	10.7	18.6	1396	83.5	0.0	8.1	12.4	10.9	1.7
UNKNOWN	2	682	0.0	0.0	0.0	100.0	100.0	50.0	2	665	0.0	50.0	100.0	50.0	50.0	0.0	100.0	2	50.0	0.0	0.0	0.0	50.0	0.0
ETHNICITY																								
WHITE	1210	793	87.0	11.4	19.7	14.3	18.1	12.2	1213	812	90.8	10.3	12.5	6.1	6.6	8.6	13.4	1211	90.3	0.0	7.8	6.2	6.9	1.4
BLACK	1658	723	65.3	16.3	29.3	42.2	35.1	27.0	1662	752	78.9	28.6	19.7	12.2	11.1	18.0	28.6	1659	67.9	0.1	15.2	24.9	21.0	2.4
HISPANIC	23	735	69.6	17.4	30.4	30.4	43.5	17.4	23	765	73.9	21.7	26.1	17.4	13.0	21.7	26.1	23	69.6	0.0	17.4	13.0	17.4	4.3
ASIAN-AMERICAN	26	821	84.6	11.5	15.4	15.4	26.9	15.4	25	807	84.0	16.0	16.0	16.0	8.0	16.0	20.0	24	91.7	0.0	4.2	0.0	4.2	0.0
AMERICAN INDIAN	4	729	100.0	0.0	50.0	0.0	25.0	0.0	4	723	75.0	50.0	0.0	0.0	0.0	50.0	50.0	4	50.0	0.0	50.0	50.0	25.0	0.0
UNKNOWN	1	675	0.0	0.0	0.0	100.0	100.0	0.0	1	680	0.0	0.0	100.0	100.0	0.0	0.0	100.0	1	100.0	0.0	0.0	0.0	0.0	0.0
LUNCH PROGRAM																								
NO F/R LUNCH	1498	783	83.8	11.5	19.6	19.0	19.6	14.5	1501	806	90.8	12.5	12.7	5.4	6.2	9.6	15.0	1497	88.0	0.0	7.6	7.7	8.1	1.2
FREE LUNCH	1195	718	62.9	17.2	32.7	43.6	38.7	28.5	1197	742	74.9	31.7	22.1	15.2	12.9	20.2	31.3	1194	63.4	0.2	17.8	28.6	24.1	2.6
REDUCED LUNCH	225	743	75.1	16.4	22.7	34.2	27.1	20.4	226	775	85.8	19.0	15.0	8.4	9.3	11.9	21.7	226	81.0	0.0	10.6	15.5	11.5	3.1
TOTAL F/R LUNCH	1420	722	64.9	17.0	31.1	42.1	36.8	27.2	1423	747	76.7	29.7	20.9	14.1	12.4	18.9	29.8	1420	66.2	0.1	16.7	26.5	22.1	2.7
UNKNOWN	4	692	25.0	0.0	25.0	50.0	100.0	25.0	4	684	25.0	50.0	50.0	75.0	25.0	25.0	100.0	5	60.0	0.0	40.0	40.0	20.0	20.0
HANDICAPPED																								
HANDICAPPED	287	664	37.6	36.2	57.5	53.0	53.0	53.3	288	688	47.2	50.7	49.7	27.8	34.4	42.4	49.7	282	40.1	0.7	40.4	44.0	39.7	11.3
NOT HANDICAPPED	2625	763	78.7	11.7	21.6	27.7	25.3	17.0	2630	787	87.9	17.5	13.1	7.6	6.5	11.1	19.3	2630	81.4	0.0	8.9	14.0	12.2	1.0
UNKNOWN	10	681	30.0	40.0	30.0	60.0	50.0	60.0	10	707	80.0	50.0	40.0	40.0	10.0	10.0	30.0	10	60.0	0.0	40.0	10.0	30.0	0.0
GIFTED&TALENTED																								
GIFTED&TALENTED	231	905	99.6	1.7	3.5	0.4	1.7	0.9	232	896	99.1	0.4	1.7	1.3	1.3	0.9	1.3	232	99.6	0.0	0.4	0.0	0.4	0.0
NOT GIFT/TALENTED	2683	740	72.4	15.3	27.0	32.9	30.3	22.3	2688	767	82.6	22.7	18.0	10.4	9.9	15.3	24.1	2683	75.5	0.1	13.0	18.3	16.3	2.1
UNKNOWN	8	712	50.0	0.0	50.0	12.5	37.5	50.0	8	717	75.0	25.0	37.5	37.5	25.0	25.0	12.5	7	57.1	0.0	28.6	28.6	0.0	0.0
REPEATER																								
REPEATER	267	733	71.9	12.7	29.2	37.1	31.5	23.6	267	739	74.2	24.3	21.3	18.0	11.6	22.1	33.3	267	65.5	0.0	15.7	25.8	25.5	1.1
NON-REPEATER	2608	756	74.8	14.5	24.8	29.3	27.5	20.3	2614	782	85.0	20.3	16.1	8.8	8.8	13.4	21.0	2608	78.5	0.0	11.8	16.0	14.0	2.0
UNKNOWN	47	721	70.2	8.5	25.5	46.8	42.6	25.5	47	753	74.5	34.0	27.7	17.0	19.1	12.8	29.8	47	80.9	2.1	4.3	12.8	10.6	2.1
ALL STUDENTS	2922	753	74.5	14.2	25.2	30.3	28.1	20.7	2928	777	83.8	20.9	16.8	9.7	9.2	14.1	22.3	2922	77.4	0.1	12.1	16.9	15.0	2.0

NOTE: AREAS NEEDING IMPROVEMENT IN WRITING ARE ONLY INDICATED FOR STUDENTS WHO DID NOT MEET THE STANDARD.

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

DISTRICT DEMOGRAPHIC REPORT

DISTRICT COPY 1

DISTRICT: 17 CHARLESTON

GRADE 8
TEST DATE: MAY 87

	MATHEMATICS								READING									WRITING						
				TOTAL % NEEDING IMPROVEMENT								TOTAL % NEEDING IMPROVEMENT								TOTAL % NEEDING IMPROVEMENT				
	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	CN	OP	ME	GE	PS	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	DW	DE	MI	RE	IN	AL	NUMBER TESTED	% ABOVE STD	HN	MC	WU	SF	CP
SEX																								
MALE	1513	742	69.1	38.9	20.4	26.2	23.7	31.2	1515	759	76.2	19.7	10.8	20.7	22.0	29.6	23.4	1508	67.2	0.0	23.5	26.4	21.7	2.1
FEMALE	1378	737	70.1	38.1	15.7	36.6	19.0	29.9	1378	770	81.6	19.2	7.3	21.6	16.1	20.5	18.1	1376	79.8	0.0	10.5	17.4	14.8	1.2
UNKNOWN	10	715	60.0	40.0	30.0	40.0	20.0	50.0	10	697	40.0	40.0	30.0	30.0	20.0	50.0	50.0	9	33.3	0.0	33.3	55.6	22.2	0.0
ETHNICITY																								
WHITE	1284	768	81.5	33.1	12.8	17.4	16.7	19.2	1286	798	87.7	11.2	5.9	11.9	12.5	18.6	14.3	1278	88.5	0.0	8.5	7.4	7.4	0.5
BLACK	1545	714	59.5	43.8	23.0	43.3	25.7	40.3	1545	737	71.0	26.4	12.1	29.1	25.1	31.3	26.8	1544	60.1	0.0	25.1	34.7	27.7	2.7
HISPANIC	18	721	55.6	33.3	22.2	27.8	27.8	50.0	18	743	66.7	22.2	5.6	22.2	22.2	16.7	27.8	18	61.1	0.0	16.7	33.3	33.3	0.0
ASIAN-AMERICAN	38	830	89.5	10.5	5.3	7.9	5.3	7.9	38	806	97.4	15.8	0.0	7.9	5.3	13.2	5.3	38	94.7	0.0	2.6	2.6	2.6	0.0
AMERICAN INDIAN	5	720	60.0	20.0	40.0	20.0	20.0	20.0	5	732	80.0	40.0	20.0	20.0	20.0	40.0	20.0	5	100.0	0.0	0.0	0.0	0.0	0.0
UNKNOWN	11	726	54.5	45.5	18.2	27.3	27.3	54.5	11	727	54.5	27.3	18.2	18.2	18.2	36.4	36.4	10	40.0	0.0	30.0	50.0	30.0	0.0
LUNCH PROGRAM																								
NO F/R LUNCH	1591	764	79.9	32.0	12.7	20.8	15.4	21.9	1591	791	87.9	11.5	5.7	13.6	12.3	17.7	13.8	1587	84.8	0.0	11.1	11.2	10.6	0.7
FREE LUNCH	1085	706	55.6	47.1	26.2	45.2	29.2	42.7	1086	725	65.8	31.0	14.7	32.9	29.9	36.1	30.8	1080	56.2	0.0	26.8	37.9	30.6	3.2
REDUCED LUNCH	219	726	63.5	37.4	10.3	37.4	27.4	34.7	219	757	75.3	21.0	6.8	17.8	17.4	27.9	24.7	220	71.8	0.0	15.9	24.1	13.6	0.9
TOTAL F/R LUNCH	1304	709	56.9	45.5	24.8	43.9	28.9	41.3	1305	730	67.4	29.3	13.4	30.3	27.8	34.7	29.8	1300	58.8	0.0	24.9	35.5	27.8	2.8
UNKNOWN	6	744	66.7	33.3	16.7	33.3	0.0	33.3	7	756	85.7	14.3	14.3	0.0	0.0	28.6	14.3	6	66.7	0.0	33.3	33.3	33.3	0.0
HANDICAPPED																								
HANDICAPPED	312	646	21.5	72.4	60.9	58.0	63.1	62.5	311	653	29.6	59.5	43.1	54.7	58.8	68.8	62.4	308	34.4	0.0	49.7	54.2	41.6	8.8
NOT HANDICAPPED	2556	751	75.2	34.5	13.2	27.9	16.5	26.9	2559	777	84.6	14.7	5.1	17.1	14.4	20.0	16.1	2552	77.9	0.0	13.4	18.1	15.5	0.8
UNKNOWN	33	756	84.8	27.3	0.0	33.3	12.1	21.2	33	756	78.8	21.2	6.1	15.2	21.2	27.3	9.1	33	60.6	0.0	21.2	36.4	24.2	0.0
GIFTED&TALENTED																								
GIFTED&TALENTED	162	853	99.4	9.9	0.0	2.5	1.2	3.1	162	874	100.0	3.1	0.6	1.2	1.9	0.0	0.6	161	99.4	0.0	0.6	0.6	0.6	0.0
NOT GIFT/TALENTED	2730	733	67.8	40.2	19.2	32.9	22.6	32.2	2732	757	77.5	20.5	9.7	22.3	20.2	26.8	22.1	2723	71.6	0.0	18.3	23.4	19.4	1.7
UNKNOWN	9	711	77.8	33.3	33.3	22.2	44.4	44.4	9	739	44.4	22.2	0.0	33.3	44.4	33.3	44.4	9	55.6	0.0	22.2	33.3	44.4	11.1
REPEATER																								
REPEATER	185	719	59.5	45.4	23.2	39.5	24.3	38.4	184	745	70.1	19.6	9.8	26.1	26.6	29.9	25.5	181	66.9	0.0	22.7	23.8	27.1	1.1
NON-REPEATER	2673	741	70.6	37.7	17.6	30.5	21.0	30.0	2676	766	79.4	19.4	9.0	20.7	18.5	24.9	20.6	2668	74.0	0.0	16.6	21.7	17.3	1.6
UNKNOWN	43	716	46.5	58.1	30.2	41.9	39.5	34.9	43	733	69.8	30.2	18.6	25.6	32.6	32.6	27.9	44	45.5	0.0	38.6	43.2	50.0	6.8
ALL STUDENTS	2901	739	69.6	38.5	18.2	31.2	21.4	30.6	2903	764	78.7	19.5	9.2	21.1	19.2	25.4	21.0	2893	73.1	0.0	17.4	22.2	18.4	1.7

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NOTE: AREAS NEEDING IMPROVEMENT IN WRITING ARE ONLY INDICATED FOR STUDENTS WHO DID NOT MEET THE STANDARD.

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APPENDIX F

District Summary Reports

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SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

COPY 1

DISTRICT SUMMARY REPORT

GRADE 1

DISTRICT: 17 CHARLESTON

TEST DATE: MAY 87

SKILL AREA	TOTAL TESTED	TOTAL STUDENTS				STUDENTS WHO MET STANDARD				STUDENTS WHO DID NOT MEET STANDARD			
		ADEQUATE †		NEEDING IMPROVEMENT		ADEQUATE †		NEEDING IMPROVEMENT		ADEQUATE †		NEEDING IMPROVEMENT	
		NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
MATHEMATICS MEAN= 779 HIGHEST= 908 MEDIAN= 778 LOWEST= 510 STANDARD= 700; SCORE RANGE= 222-908	4358	3670	84.2	688	15.8								
OBJECTIVES: CONCEPTS		3902	89.5	456	10.5	3481	94.9	189	5.1	421	61.2	267	38.8
OPERATIONS		3397	77.9	961	22.1	3247	88.5	423	11.5	150	21.8	538	78.2
MEASUREMENT		3841	88.1	517	11.9	3480	94.8	190	5.2	361	52.5	327	47.5
GEOMETRY		3854	88.4	504	11.6	3426	93.4	244	6.6	428	62.2	260	37.8
PROBLEM SOLVING		3834	88.0	524	12.0	3496	95.3	174	4.7	338	49.1	350	50.9
READING MEAN= 807 HIGHEST= 955 MEDIAN= 805 LOWEST= 536 STANDARD= 700; SCORE RANGE= 355-955	4360	3586	82.2	774	17.8								
OBJECTIVES: DECODING & WORD MEANING		3988	91.5	372	8.5	3484	97.2	102	2.8	504	65.1	270	34.9
DETAILS		3454	79.2	906	20.8	3197	89.2	389	10.8	257	33.2	517	66.8
MAIN IDEA		3727	85.5	633	14.5	3473	96.8	113	3.2	254	32.8	520	67.2
REFERENCE USAGE		3936	90.3	424	9.7	3524	98.3	62	1.7	412	53.2	362	46.8
INFERENCE		3745	85.9	615	14.1	3463	96.6	123	3.4	282	36.4	492	63.6
ANALYSIS OF LITERATURE		3547	81.4	813	18.6	3334	93.0	252	7.0	213	27.5	561	72.5

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†These results indicate adequate objective performance in relation to the total Statewide Standard. Additional improvement may still be needed in these objectives.

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

COPY 1

DISTRICT SUMMARY REPORT

GRADE 2

DISTRICT: 17 CHARLESTON

TEST DATE: MAY 87

SKILL AREA	TOTAL TESTED	TOTAL STUDENTS				STUDENTS WHO MET STANDARD				STUDENTS WHO DID NOT MEET STANDARD			
		ADEQUATE [†]		NEEDING IMPROVEMENT		ADEQUATE [†]		NEEDING IMPROVEMENT		ADEQUATE [†]		NEEDING IMPROVEMENT	
		NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
MATHEMATICS MEAN= 804 HIGHEST= 931 MEDIAN= 804 LOWEST= 490 STANDARD= 700; SCORE RANGE= 188-931	3591	3204	89.2	387	10.8								
OBJECTIVES: CONCEPTS		3493	97.3	98	2.7	3172	99.0	32	1.0	321	82.9	66	17.1
OPERATIONS		2824	78.6	767	21.4	2738	85.5	466	14.5	86	22.2	301	77.8
MEASUREMENT		3206	89.3	385	10.7	3000	93.6	204	6.4	206	53.2	181	46.8
GEOMETRY		3360	93.6	231	6.4	3099	96.7	105	3.3	261	67.4	126	32.6
PROBLEM SOLVING		3283	91.4	308	8.6	3075	96.0	129	4.0	208	53.7	179	46.3
READING MEAN= 803 HIGHEST= 935 MEDIAN= 806 LOWEST= 543 STANDARD= 700; SCORE RANGE= 296-935	3593	3144	87.5	449	12.5								
OBJECTIVES: DECODING & WORD MEANING		3217	89.5	376	10.5	2972	94.5	172	5.5	245	54.6	204	45.4
DETAILS		3042	84.7	551	15.3	2949	93.8	195	6.2	93	20.7	356	79.3
MAIN IDEA		3329	92.7	264	7.3	3063	97.4	81	2.6	266	59.2	183	40.8
REFERENCE USAGE		3123	86.9	470	13.1	2972	94.5	172	5.5	151	33.6	298	66.4
INFERENCE		3183	88.6	410	11.4	3065	97.5	79	2.5	118	26.3	331	73.7
ANALYSIS OF LITERATURE		3182	88.6	411	11.4	3037	96.6	107	3.4	145	32.3	304	67.7

[†] These results indicate adequate objective performance in relation to the total Statewide Standard. Additional improvement may still be needed in these objectives.

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

COPY 1

DISTRICT SUMMARY REPORT

GRADE 3

DISTRICT: 17 CHARLESTON

TEST DATE: MAY 87

SKILL AREA	TOTAL TESTED	TOTAL STUDENTS				STUDENTS WHO MET STANDARD				STUDENTS WHO DID NOT MEET STANDARD			
		ADEQUATE †		NEEDING IMPROVEMENT		ADEQUATE †		NEEDING IMPROVEMENT		ADEQUATE †		NEEDING IMPROVEMENT	
		NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
MATHEMATICS MEAN= 810 HIGHEST= 1012 MEDIAN= 796 LOWEST= 445 STANDARD= 700; SCORE RANGE= 155-1012	3290	2882	87.6	408	12.4								
OBJECTIVES: CONCEPTS		2765	84.0	525	16.0	2604	90.4	278	9.6	161	39.5	247	60.5
OPERATIONS		3064	93.1	226	6.9	2801	97.2	81	2.8	263	64.5	145	35.5
MEASUREMENT		2603	79.1	687	20.9	2453	85.1	429	14.9	150	36.8	258	63.2
GEOMETRY		3212	97.6	78	2.4	2848	98.8	34	1.2	364	89.2	44	10.8
PROBLEM SOLVING		2487	75.6	803	24.4	2409	83.6	473	16.4	78	19.1	330	80.9
READING MEAN= 804 HIGHEST= 951 MEDIAN= 799 LOWEST= 547 STANDARD= 700; SCORE RANGE= 318-951	3291	3082	93.6	209	6.4								
OBJECTIVES: DECODING & WORD MEANING		3081	93.6	210	6.4	2965	96.2	117	3.8	116	55.5	93	44.5
DETAILS		3046	92.6	245	7.4	2967	96.3	115	3.7	79	37.8	130	62.2
MAIN IDEA		3017	91.7	274	8.3	2922	94.8	160	5.2	95	45.5	114	54.5
REFERENCE USAGE		3092	94.0	199	6.0	2969	96.3	113	3.7	123	58.9	86	41.1
INFERENCE		3059	93.0	232	7.0	2984	96.8	98	3.2	75	35.9	134	64.1
ANALYSIS OF LITERATURE		3078	93.5	213	6.5	2969	96.3	113	3.7	109	52.2	100	47.8

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† These results indicate adequate objective performance in relation to the total Statewide Standard. Additional improvement may still be needed in these objectives.

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

DISTRICT SUMMARY REPORT

COPY 1

GRADE 6

DISTRICT: 17 CHARLESTON

TEST DATE: MAY 87

SKILL AREA		TOTAL TESTED	TOTAL STUDENTS				STUDENTS WHO MET STANDARD				STUDENTS WHO DID NOT MEET STANDARD			
			ADEQUATE †		NEEDING IMPROVEMENT		ADEQUATE †		NEEDING IMPROVEMENT		ADEQUATE †		NEEDING IMPROVEMENT	
			NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
MATHEMATICS STANDARD = 700;	MEAN = 753 HIGHEST = 1082 MEDIAN = 742 LOWEST = 365 SCORE RANGE = 277-1082	2922	2177	74.5	745	25.5								
OBJECTIVES:	CONCEPTS		2507	85.8	415	14.2	2044	93.9	133	6.1	463	62.1	282	37.9
	OPERATIONS		2186	74.8	736	25.2	1900	87.3	277	12.7	286	38.4	459	61.6
	MEASUREMENT		2037	69.7	885	30.3	1804	82.9	373	17.1	233	31.3	512	68.7
	GEOMETRY		2102	71.9	820	28.1	1830	84.1	347	15.9	272	36.5	473	63.5
	PROBLEM SOLVING		2318	79.3	604	20.7	2027	93.1	150	6.9	291	39.1	454	60.9
READING STANDARD = 700;	MEAN = 777 HIGHEST = 1002 MEDIAN = 772 LOWEST = 450 SCORE RANGE = 257-1002	2928	2455	83.8	473	16.2								
OBJECTIVES:	DECODING & WORD MEANING		2316	79.1	612	20.9	2138	87.1	317	12.9	178	37.6	295	62.4
	DETAILS		2437	83.2	491	16.8	2262	92.1	193	7.9	175	37.0	298	63.0
	MAIN IDEA		2643	90.3	285	9.7	2373	96.7	82	3.3	270	57.1	203	42.9
	REFERENCE USAGE		2658	90.8	270	9.2	2377	96.8	78	3.2	281	59.4	192	40.6
	INFERENCE		2514	85.9	414	14.1	2322	94.6	133	5.4	192	40.6	281	59.4
	ANALYSIS OF LITERATURE		2275	77.7	653	22.3	2139	87.1	316	12.9	136	28.8	337	71.2
WRITING STANDARD = 3;	MEAN = 3.0 HIGHEST = 4.0 MEDIAN = 3.0 LOWEST = 0.0 SCORE RANGE = 0 - 4	2922	2261	77.4	661	22.6								
OBJECTIVES:	HANDWRITING										659	99.7	2	0.3
	MECHANICS										308	46.6	353	53.4
	WORD USAGE										168	25.4	493	74.6
	SENTENCE FORMATION										224	33.9	437	66.1
	COMPOSITION										604	91.4	57	8.6

NOTE: AREAS NEEDING IMPROVEMENT IN WRITING ARE ONLY INDICATED FOR STUDENTS WHO DID NOT MEET THE STANDARD.

† These results indicate adequate objective performance in relation to the total Statewide Standard. Additional improvement may still be needed in these objectives.

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

COPY 1

DISTRICT SUMMARY REPORT

GRADE 8

DISTRICT: 17 CHARLESTON

TEST DATE: MAY 87

SKILL AREA	TOTAL TESTED	TOTAL STUDENTS				STUDENTS WHO MET STANDARD				STUDENTS WHO DID NOT MEET STANDARD			
		ADEQUATE †		NEEDING IMPROVEMENT		ADEQUATE †		NEEDING IMPROVEMENT		ADEQUATE †		NEEDING IMPROVEMENT	
		NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
MATHEMATICS MEAN= 739 HIGHEST= 1067 MEDIAN= 736 LOWEST= 472 STANDARD= 700; SCORE RANGE= 329-1067	2901	2018	69.6	883	30.4								
OBJECTIVES: CONCEPTS		1784	61.5	1117	38.5	1575	78.0	443	22.0	209	23.7	674	76.3
OPERATIONS		2374	81.8	527	18.2	1957	97.0	61	3.0	417	47.2	466	52.8
MEASUREMENT		1996	68.8	905	31.2	1700	84.2	318	15.8	296	33.5	587	66.5
GEOMETRY		2279	78.6	622	21.4	1867	92.5	151	7.5	412	46.7	471	53.3
PROBLEM SOLVING		2012	69.4	889	30.6	1719	85.2	299	14.8	293	33.2	590	66.8
READING MEAN= 764 HIGHEST= 968 MEDIAN= 761 LOWEST= 404 STANDARD= 700; SCORE RANGE= 277-968	2903	2284	78.7	619	21.3								
OBJECTIVES: DECODING & WORD MEANING		2336	80.5	567	19.5	2090	91.5	194	8.5	246	39.7	373	60.3
DETAILS		2636	90.8	267	9.2	2254	98.7	30	1.3	382	61.7	237	38.3
MAIN IDEA		2290	78.9	613	21.1	2066	90.5	218	9.5	224	36.2	395	63.8
REFERENCE USAGE		2345	80.8	558	19.2	2098	91.9	186	8.1	247	39.9	372	60.1
INFERENCE		2167	74.6	736	25.4	2054	89.9	230	10.1	113	18.3	506	81.7
ANALYSIS OF LITERATURE		2293	79.0	610	21.0	2099	91.9	185	8.1	194	31.3	425	68.7
WRITING MEAN= 3.0 HIGHEST= 4.0 MEDIAN= 3.0 LOWEST= 0.0 STANDARD= 3; SCORE RANGE= 0 - 4	2893	2115	73.1	778	26.9								
OBJECTIVES: HANDWRITING										778	100.0	0	0.0
MECHANICS										276	35.5	502	64.5
WORD USAGE										136	17.5	642	82.5
SENTENCE FORMATION										246	31.6	532	68.4
COMPOSITION										730	93.8	4[illegible]	[illegible]6.2

NOTE: AREAS NEEDING IMPROVEMENT IN WRITING ARE ONLY INDICATED FOR STUDENTS WHO DID NOT MEET THE STANDARD.

† These results indicate adequate objective performance in relation to the total Statewide Standard. Additional improvement may still be needed in these objectives.

APPENDIX G

Percent Needing Improvement on Each BSAP Objective for Individual Schools

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

COPY 1

DISTRICT SUMMARY BY ORIGIN SCHOOL

GRADE 1

DISTRICT: 17 CHARLESTON

TEST DATE: MAY 87
TOTAL TESTED: 4361

NAME	MATHEMATICS							READING								
	TOTAL MATH N, MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	PERCENT NEEDING IMPROVEMENT					TOTAL READING N, MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	PERCENT NEEDING IMPROVEMENT					
			CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING			DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE
002 ANGEL OAK EL	161 754 745	132 82.0	19.3	21.7	10.6	17.4	16.8	161 796 799	136 84.5	10.6	14.9	12.4	11.2	9.3	20.5
098 ASHLEY RIVER ELEM	77 836 847	76 98.7	2.6	10.4	1.3	2.6	0.0	77 881 899	76 98.7	1.3	5.2	3.9	0.0	2.6	3.9
086 BERRY J HOWARD EL	81 741 739	50 61.7	16.0	42.0	21.0	17.3	24.7	81 770 767	54 66.7	17.3	25.9	30.9	25.9	21.0	28.4
004 BLANEY ELEM	59 809 817	53 89.8	5.1	11.9	6.8	6.8	11.9	59 829 830	47 79.7	11.9	18.6	6.8	8.5	15.3	10.2
099 BUIST ACADEMY	40 838 846	40 100.0	0.0	7.5	2.5	0.0	2.5	40 895 925	40 100.0	0.0	2.5	0.0	0.0	0.0	0.0
089 BURNS EDMUND A ELEM	164 745 737	118 72.0	19.5	35.4	19.5	18.3	17.7	164 762 749	117 71.3	14.0	31.1	25.6	18.9	26.2	29.9
090 CHICORA ELEM	168 721 721	110 65.5	20.8	36.3	16.7	23.2	23.2	169 730 722	107 63.3	18.3	38.5	26.6	25.4	24.3	34.9
021 CORCORAN A C ELEM	121 765 763	103 85.1	17.4	15.7	13.2	14.0	14.0	121 788 781	100 82.6	5.0	24.0	17.4	10.7	14.9	19.8
082 EDWARDS JAMES B ELEM	167 783 787	145 86.8	12.0	24.6	7.8	5.4	10.2	168 842 860	147 87.5	1.2	13.7	11.3	11.3	9.5	13.1

0387A3

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

COPY 1

DISTRICT SUMMARY BY ORIGIN SCHOOL

GRADE 1

DISTRICT: 17 CHARLESTON

TEST DATE: MAY 87
TOTAL TESTED: 4361

NAME	MATHEMATICS							READING							
	TOTAL MATH N MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	PERCENT NEEDING IMPROVEMENT					TOTAL READING N MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	PERCENT NEEDING IMPROVEMENT					
			CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING			DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE
023 EDWARDS JANE EL	30 757 755	23 76.7	36.7	16.7	16.7	3.3	23.3	30 767 740	27 90.0	10.0	23.3	20.0	0.0	20.0	23.3
024 ELLINGTON EL	66 753 752	56 84.8	13.6	16.7	13.6	21.2	13.6	66 772 774	47 71.2	18.2	25.8	24.2	6.1	10.6	31.8
025 FORD MARY EL	58 741 747	43 74.1	15.5	27.6	19.0	15.5	15.5	58 779 754	48 82.8	12.1	27.6	10.3	10.3	17.2	24.1
019 FRASER ELEM	113 773 774	91 80.5	11.5	16.8	8.8	20.4	18.6	113 796 779	91 80.5	13.3	23.0	15.9	8.8	15.9	25.7
028 FRIERSON EDITH L	49 752 755	39 79.6	8.2	38.8	20.4	8.2	18.4	49 782 801	33 67.3	8.2	22.4	32.7	18.4	18.4	26.5
092 GOODWIN M B ELEM	184 782 773	162 88.0	10.3	26.1	8.7	11.4	13.0	184 807 802	150 81.5	6.5	26.1	9.2	11.4	11.4	17.4
031 HARBOR VIEW ELEMENTARY	114 785 797	94 82.5	7.9	25.4	18.4	9.6	9.6	114 839 871	95 83.3	8.8	14.0	14.0	7.9	10.5	16.7
033 HUGHES MINNIE ELEM	59 742 738	43 72.9	6.8	28.8	18.6	13.6	18.6	59 740 737	40 67.8	23.7	27.1	23.7	20.3	23.7	35.6
034 HUNLEY PARK ELEM	108 791 790	94 87.0	11.1	17.6	11.1	11.1	5.6	108 834 848	101 93.5	2.8	11.1	4.6	3.7	5.6	11.1

0387A3

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

COPY 1

DISTRICT SUMMARY BY ORIGIN SCHOOL

GRADE 1

DISTRICT: 17 CHARLESTON

TEST DATE: MAY 87
TOTAL TESTED: 4361

NAME	MATHEMATICS							READING							
	TOTAL MATH N, MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	PERCENT NEEDING IMPROVEMENT					TOTAL READING N, MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	PERCENT NEEDING IMPROVEMENT					
			CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING			DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE
037 LADSON EL	108 789 602	93 86.1	15.7	24.1	9.3	3.7	9.3	108 811 816	84 77.8	5.6	23.1	19.4	9.3	16.7	19.4
039 LAMBS ELEM	118 818 828	113 95.8	2.5	13.6	5.9	8.5	1.7	118 860 885	111 94.1	5.1	10.2	6.8	3.4	5.1	7.6
044 MEMMINGER EL	103 766 757	84 81.6	17.5	19.4	14.6	19.4	12.6	103 751 752	65 63.1	6.8	34.0	35.0	15.5	32.0	30.1
046 MIDLAND PARK EL	101 813 827	93 92.1	5.0	9.9	5.0	8.9	8.9	102 828 839	87 85.3	3.9	20.6	11.8	6.9	9.8	12.7
047 MITCHELL EL	123 790 805	106 86.2	9.8	18.7	11.4	10.6	23.6	123 812 808	98 79.7	8.9	15.4	15.4	13.0	17.1	19.5
048 MOORE JENNIE EL	122 821 830	116 95.1	3.3	16.4	4.9	2.5	4.9	122 840 850	114 93.4	2.5	18.9	6.6	3.3	8.2	8.2
051 MT PLEASANT ACADEMY	72 791 797	58 80.6	9.7	20.8	11.1	5.6	13.9	72 812 798	60 83.3	5.6	20.8	9.7	8.3	19.4	18.1
053 MURRAY LASAINE ELEM	116 780 782	98 84.5	8.6	26.7	6.9	14.7	12.1	116 795 787	95 81.9	13.8	24.1	12.9	13.8	19.8	19.0
054 NORTH CHARLESTON ELEM	69 763 754	60 87.0	13.0	18.8	10.1	14.5	10.1	69 794 780	60 87.0	8.7	14.5	13.0	10.1	10.1	14.5

0387A3

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

COPY 1

DISTRICT SUMMARY BY ORIGIN SCHOOL

GRADE 1

DISTRICT: 17 CHARLESTON

TEST DATE: MAY 87
TOTAL TESTED: 4361

NAME	MATHEMATICS							READING							
			PERCENT NEEDING IMPROVEMENT							PERCENT NEEDING IMPROVEMENT					
	TOTAL MATH N, MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING	TOTAL READING N, MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE
056 OAKLAND ELEM	113 777 776	90 79.6	13.3	30.1	10.6	15.9	15.9	113 807 811	94 83.2	10.6	20.4	11.5	9.7	15.9	21.2
057 ORANGE GROVE ELEM	136 796 798	123 90.4	7.4	10.3	8.8	10.3	3.7	136 838 839	126 92.6	5.9	16.2	4.4	2.2	9.6	12.5
058 PARK CIRLE EL	73 799 795	67 91.8	4.1	16.4	13.7	13.7	6.8	72 843 849	66 91.7	6.9	12.5	6.9	4.2	6.9	8.3
059 PEPPERHILL ELEM	147 759 750	115 78.2	8.8	30.6	21.1	12.2	4.1	147 797 787	116 78.9	4.1	25.2	14.3	5.4	17.7	21.1
093 REMOUNT ROAD ELEM	91 761 757	78 85.7	6.6	18.7	9.9	12.1	16.5	91 769 762	63 69.2	14.3	33.0	29.7	13.2	18.7	31.9
094 RONALD E MCNAIR	62 753 734	44 71.0	11.3	24.2	16.1	17.7	17.7	62 772 771	47 75.8	12.9	21.0	22.6	21.0	25.8	16.1
067 SANDERS CLYDE ELEM	101 773 784	83 82.2	9.9	21.8	21.8	16.8	13.9	101 793 785	80 79.2	10.9	23.8	20.8	10.9	16.8	19.8
069 SIMONS JAMES EL	163 781 778	141 86.5	3.1	23.3	11.0	8.6	10.4	163 823 821	144 88.3	11.0	15.3	10.4	4.9	6.7	16.0
070 SPRINGFIELD EL	145 831 852	137 94.5	2.8	13.8	4.1	4.8	6.2	145 867 888	138 95.2	2.8	9.7	4.8	2.8	4.8	4.8

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

COPY 1

DISTRICT SUMMARY BY ORIGIN SCHOOL

GRADE 1

DISTRICT: 17 CHARLESTON

TEST DATE: MAY 87
TOTAL TESTED: 4361

NAME	MATHEMATICS							READING							
	TOTAL MATH N MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	PERCENT NEEDING IMPROVEMENT					TOTAL READING N MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	PERCENT NEEDING IMPROVEMENT					
			CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING			DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE
064 ST ANDREWS EL	103 779 779	89 86.4	9.7	17.5	8.7	11.7	14.6	103 781 768	80 77.7	11.7	25.2	17.5	8.7	18.4	25.2
097 ST JAMES SANTEE ELEM	102 781 775	87 85.3	8.8	35.3	6.9	7.8	11.8	102 766 752	73 71.6	11.8	36.3	16.7	10.8	22.5	26.5
072 STILES POINT EL	118 800 802	105 89.0	8.5	8.5	12.7	11.0	8.5	118 831 848	103 87.3	8.5	13.6	10.2	6.8	10.2	14.4
073 STONO PARK EL	94 763 758	78 83.0	10.6	24.5	30.9	4.3	7.4	94 784 784	77 81.9	5.3	25.5	18.1	8.5	17.0	24.5
074 SULLIVANS ISLAND EL	65 795 790	62 95.4	6.2	21.5	4.6	1.5	1.5	65 895 923	63 96.9	1.5	9.2	1.5	0.0	3.1	3.1
079 WHITESIDE MAMIE EL	94 790 794	78 83.0	8.5	21.3	10.6	10.6	16.0	94 835 835	86 91.5	3.2	14.9	9.6	4.3	7.4	8.5

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SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

COPY 1

DISTRICT SUMMARY BY ORIGIN SCHOOL

GRADE 2

DISTRICT: 17 CHARLESTON

TEST DATE: MAY 87
TOTAL TESTED: 3593

NAME	MATHEMATICS							READING							
	TOTAL MATH N, MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	PERCENT NEEDING IMPROVEMENT					TOTAL READING N, MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	PERCENT NEEDING IMPROVEMENT					
			CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING			DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE
002 ANGEL OAK EL	144 796 788	129 89.6	2.1	17.4	7.6	7.6	7.6	144 791 797	126 87.5	12.5	13.9	6.3	13.2	11.8	10.4
098 ASHLEY RIVER ELEM	75 862 874	74 98.7	1.3	5.3	4.0	4.0	2.7	75 853 868	73 97.3	6.7	4.0	1.3	4.0	2.7	2.7
086 BERRY J HOWARD EL	65 754 732	48 73.8	10.8	32.3	30.8	20.0	16.9	65 744 740	41 63.1	32.3	33.8	21.5	33.8	32.3	29.2
004 BLANEY ELEM	53 740 717	35 66.0	3.8	34.0	32.1	15.1	24.5	53 747 745	35 66.0	22.6	35.8	5.7	30.2	30.2	28.3
099 BUIST ACADEMY	40 865 872	40 100.0	0.0	7.5	2.5	2.5	0.0	40 880 891	40 100.0	2.5	0.0	0.0	0.0	0.0	0.0
089 BURNS EDMUND A ELEM	129 769 767	103 79.8	3.9	27.1	13.2	13.2	11.6	129 773 771	108 83.7	19.4	19.4	14.7	16.3	15.5	16.3
090 CHICORA ELEM	110 746 734	82 74.5	6.4	41.8	20.0	10.0	21.8	110 746 745	72 65.5	20.0	30.9	17.3	32.7	23.6	30.0
021 CORCORAN A C ELEM	59 828 827	59 100.0	0.0	11.9	8.5	0.0	0.0	59 813 802	57 96.6	11.9	5.1	1.7	3.4	5.1	6.8
082 EDWARDS JAMES B ELEM	151 819 820	138 91.4	2.0	21.2	5.3	6.0	6.6	151 846 853	149 98.7	2.0	6.0	1.3	6.6	1.3	0.7

0367A3

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

COPY 1

DISTRICT SUMMARY BY ORIGIN SCHOOL

GRADE 2

DISTRICT: 17 CHARLESTON

TEST DATE: MAY 87
TOTAL TESTED: 359

NAME	MATHEMATICS							READING							
			PERCENT NEEDING IMPROVEMENT							PERCENT NEEDING IMPROVEMENT					
	TOTAL MATH N, MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING	TOTAL READING N, MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE
023 EDWARDS JANE EL	21 694 690	10 47.6	9.5	76.2	14.3	33.3	14.3	21 728 733	14 66.7	19.0	38.1	14.3	33.3	23.8	28.6
024 ELLINGTON EL	49 786 781	45 91.8	6.1	18.4	12.2	10.2	4.1	49 806 813	44 89.8	14.3	10.2	10.2	2.0	10.2	10.2
025 FORD MARY EL	48 775 768	41 85.4	2.1	29.2	16.7	4.2	6.3	48 783 784	43 89.6	14.6	16.7	4.2	16.7	14.6	6.3
019 FRASER ELEM	95 791 789	80 84.2	1.1	22.1	22.1	8.4	13.7	95 791 793	76 80.0	11.6	20.0	17.9	16.8	14.7	10.5
028 FRIERSON EDITH L	35 767 737	26 74.3	5.7	51.4	14.3	8.6	8.6	35 775 777	27 77.1	5.7	20.0	20.0	20.0	11.4	22.9
092 GOODWIN W B ELEM	129 856 884	122 94.6	2.3	12.4	3.9	3.9	3.9	129 847 861	122 94.6	3.1	7.0	4.7	7.0	4.7	3.9
031 HARBOR VIEW ELEMENTARY	111 798 804	98 88.3	2.7	21.6	9.9	9.0	6.3	111 783 781	91 82.0	9.0	21.6	11.7	20.7	18.0	19.8
033 HUGHES MINNIE ELEM	39 751 743	32 82.1	12.8	25.6	20.5	10.3	12.8	39 748 763	30 76.9	15.4	33.3	7.7	23.1	23.1	15.4
034 HUNLEY PARK ELEM	102 812 811	96 94.1	2.9	21.6	9.8	4.9	3.9	102 811 821	91 89.2	12.7	18.6	3.9	8.8	7.8	9.8

0367A3

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

COPY 1

DISTRICT SUMMARY BY ORIGIN SCHOOL

GRADE 2

DISTRICT: 17 CHARLESTON

TEST DATE: MAY 87
TOTAL TESTED: 3593

NAME	MATHEMATICS							READING							
	TOTAL MATH N MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	PERCENT NEEDING IMPROVEMENT					TOTAL READING N MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	PERCENT NEEDING IMPROVEMENT					
			CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING			DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE
037 LADSON EL	71 802 797	66 93.0	8.5	11.3	5.6	5.6	4.2	71 804 805	65 91.5	7.0	11.3	7.0	12.7	5.6	11.3
039 LAMBS ELEM	86 815 817	83 96.5	3.5	16.3	10.5	1.2	4.7	86 811 811	80 93.0	3.5	11.6	5.8	10.5	7.0	12.8
044 MEMMINGER EL	81 795 778	76 93.8	1.2	24.7	16.0	4.9	3.7	81 766 765	65 80.2	16.0	23.5	18.5	21.0	17.3	16.0
046 MIDLAND PARK EL	61 862 878	58 95.1	0.0	4.9	6.6	0.0	3.3	61 821 832	57 93.4	9.8	13.1	0.0	9.8	9.8	4.9
047 MITCHELL EL	90 826 827	87 96.7	0.0	8.9	5.6	1.1	10.0	90 815 814	84 93.3	12.2	16.7	1.1	11.1	12.2	7.8
048 MOORE JENNIE EL	125 834 845	120 96.0	0.0	16.0	4.0	1.6	7.2	127 810 819	109 85.8	9.4	18.9	8.7	7.1	15.7	6.3
051 MT PLEASANT ACADEMY	49 794 789	47 95.9	0.0	38.8	8.2	2.0	6.1	49 826 836	48 98.0	0.0	8.2	2.0	6.1	4.1	8.2
053 MURRAY LASAINE ELEM	113 825 830	106 93.8	0.9	20.4	4.4	4.4	4.4	113 821 824	103 91.2	5.3	12.4	7.1	7.1	7.1	9.7
054 NORTH CHARLESTON ELEM	52 783 768	47 90.4	3.8	19.2	17.3	13.5	15.4	52 804 808	48 92.3	5.8	5.8	1.9	17.3	13.5	7.7

0367A3

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

COPY 1

DISTRICT SUMMARY BY ORIGIN SCHOOL

GRADE 2

DISTRICT: 17 CHARLESTON

TEST DATE: MAY 87
TOTAL TESTED: 3595

NAME	MATHEMATICS							READING							
	TOTAL MATH N MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	PERCENT NEEDING IMPROVEMENT					TOTAL READING N MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	PERCENT NEEDING IMPROVEMENT					
			CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING			DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE
056 OAKLAND ELEM	99 829 842	94 94.9	2.0	12.1	11.1	6.1	5.1	99 786 785	80 80.8	17.2	21.2	8.1	20.2	17.2	19.2
057 ORANGE GROVE ELEM	112 840 842	111 99.1	0.0	8.0	7.1	1.8	3.6	112 829 829	110 98.2	6.3	6.3	2.7	3.6	1.8	5.4
058 PARK CIRLE EL	62 781 768	54 87.1	3.2	27.4	12.9	12.9	8.1	62 803 807	54 87.1	9.7	17.7	6.5	11.3	12.9	12.9
059 PEPPERHILL ELEM	141 789 783	120 85.1	3.5	22.0	15.6	2.8	10.6	141 805 804	129 91.5	5.7	14.2	2.8	10.6	8.5	11.3
093 REMOUNT ROAD ELEM	84 773 762	69 82.1	1.2	33.3	20.2	8.3	10.7	84 774 768	70 83.3	14.3	17.9	9.5	15.5	10.7	17.9
094 RONALD E MCNAIR	67 792 789	59 88.1	3.0	16.4	16.4	7.5	11.9	67 769 769	59 88.1	17.9	16.4	13.4	20.9	11.9	7.5
067 SANDERS CLYDE ELEM	69 761 753	58 84.1	2.9	42.0	11.6	8.7	13.0	69 778 771	55 79.7	7.2	23.2	15.9	5.8	14.5	14.5
069 SIMONS JAMES EL	177 789 788	150 84.7	3.4	20.9	11.3	7.3	9.0	177 800 801	148 83.6	14.7	14.1	4.0	18.6	16.4	15.8
070 SPRINGFIELD EL	121 831 840	116 95.9	0.8	14.9	5.8	4.1	6.6	121 833 832	119 98.3	2.5	7.4	0.0	6.6	5.8	4.1

0367A3

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

COPY 1

DISTRICT SUMMARY BY ORIGIN SCHOOL

GRADE 2

DISTRICT: 17 CHARLESTON

TEST DATE: MAY 87
TOTAL TESTED: 3593

NAME	MATHEMATICS							READING								
			PERCENT NEEDING IMPROVEMENT							PERCENT NEEDING IMPROVEMENT						
	TOTAL MATH N MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING	TOTAL READING N MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE
064 ST ANDREWS EL	79 788 775	66 83.5	2.5	24.1	11.4	8.9	17.7	79 816 831	69 87.3	10.1	10.1	7.6	11.4	11.4	6.3
097 ST JAMES SANTEE ELEM	80 770 759	60 75.0	6.3	40.0	8.8	8.8	18.8	80 746 733	55 68.8	18.8	36.3	18.8	20.0	25.0	27.5
072 STILES POINT EL	98 829 837	91 92.9	2.0	16.3	4.1	1.0	12.2	98 828 832	92 93.9	6.1	9.2	5.1	6.1	4.1	6.1
073 STONO PARK EL	69 836 843	68 98.6	1.4	14.5	7.2	5.8	1.4	69 829 837	65 94.2	10.1	8.7	4.3	5.8	5.8	4.3
074 SULLIVANS ISLAND EL	64 831 837	61 95.3	0.0	20.3	4.7	4.7	3.1	64 852 858	63 98.4	0.0	4.7	0.0	4.7	3.1	1.6
079 WHITESIDE MAMIE EL	86 810 821	79 91.9	3.5	22.1	7.0	7.0	9.3	86 820 830	78 90.7	8.1	10.5	7.0	18.6	7.0	9.3

0367A3

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

COPY 1

DISTRICT SUMMARY BY ORIGIN SCHOOL

GRADE 3

DISTRICT: 17 CHARLESTON

TEST DATE: MAY 87
TOTAL TESTED: 3292

NAME	MATHEMATICS							READING								
	TOTAL MATH N MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	PERCENT NEEDING IMPROVEMENT					TOTAL READING N MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	PERCENT NEEDING IMPROVEMENT					
			CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING			DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE
002 ANGEL OAK EL	117 819 804	111 94.9	18.8	5.1	14.5	0.0	17.9	117 806 804	106 90.6	4.3	10.3	10.3	6.8	5.1	7.7
098 ASHLEY RIVER ELEM	80 867 854	79 98.8	6.3	0.0	8.8	2.5	3.8	80 849 848	79 98.8	1.3	2.5	2.5	2.5	1.3	5.0
086 BERRY J HOWARD EL	68 729 733	46 67.6	47.1	20.6	33.8	5.9	42.6	68 740 744	51 75.0	29.4	26.5	19.1	17.6	25.0	23.5
004 BLANEY ELEM	48 748 727	36 75.0	37.5	14.6	31.3	6.3	35.4	48 755 752	38 79.2	6.3	25.0	22.9	12.5	33.3	14.6
099 BUIST ACADEMY	40 884 897	38 95.0	7.5	2.5	5.0	5.0	10.0	40 877 879	40 100.0	0.0	0.0	0.0	0.0	0.0	0.0
089 BURNS EDMUND A ELEM	100 777 772	92 92.0	20.0	5.0	30.0	1.0	37.0	100 776 773	88 88.0	4.0	12.0	18.0	14.0	10.0	12.0
090 CHICORA ELEM	124 750 739	90 72.6	24.2	14.5	35.5	1.6	50.8	124 773 768	113 91.1	19.4	8.9	9.7	10.5	11.3	7.3
021 CORCORAN A C ELEM	71 762 753	59 83.1	18.3	7.0	29.6	4.2	33.8	71 782 784	64 90.1	4.2	8.5	9.9	2.8	11.3	9.9
082 EDWARDS JAMES B ELEM	121 857 852	115 95.0	10.7	2.5	15.7	0.8	15.7	121 857 834	120 99.2	1.7	4.1	0.8	4.1	3.3	5.8

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

COPY 1

DISTRICT SUMMARY BY ORIGIN SCHOOL

GRADE 3

DISTRICT: 17 CHARLESTON

TEST DATE: MAY 87
TOTAL TESTED: 3292

NAME	MATHEMATICS							READING							
	TOTAL MATH N MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	PERCENT NEEDING IMPROVEMENT					TOTAL READING N MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	PERCENT NEEDING IMPROVEMENT					
			CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING			DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE
023 EDWARDS JANE EL	20 777 765	18 90.0	5.0	5.0	30.0	0.0	30.0	20 790 786	20 100.0	0.0	0.0	15.0	5.0	5.0	5.0
024 ELLINGTON EL	70 838 837	67 95.7	10.0	2.9	21.4	0.0	14.3	70 809 807	68 97.1	4.3	7.1	5.7	4.3	8.6	4.3
025 FORD MARY EL	37 776 773	31 83.8	16.2	2.7	24.3	0.0	27.0	37 787 779	33 89.2	2.7	8.1	18.9	2.7	10.8	5.4
019 FRASER ELEM	66 795 781	56 84.8	21.2	6.1	21.2	0.0	36.4	66 797 791	62 93.9	1.5	3.0	13.6	4.5	3.0	4.5
028 FRIERSON EDITH L	36 806 793	34 94.4	13.9	5.6	27.8	0.0	16.7	36 794 791	34 94.4	8.3	11.1	11.1	5.6	5.6	8.3
092 GOODWIN W B ELEM	143 822 806	133 93.0	11.9	0.7	14.0	4.2	18.9	143 815 810	137 95.8	4.2	4.9	4.2	4.9	7.7	5.6
031 HARBOR VIEW ELEMENTARY	88 830 837	80 90.9	13.6	4.5	17.0	1.1	26.1	88 811 799	85 96.6	2.3	4.5	4.5	4.5	4.5	4.5
033 HUGHES MINNIE ELEM	41 745 741	31 75.6	34.1	17.1	26.8	2.4	36.6	41 766 761	36 87.8	4.9	7.3	19.5	17.1	14.6	22.0
034 HUNLEY PARK ELEM	83 829 818	76 94.0	9.6	4.8	16.9	0.0	14.5	83 834 828	82 98.8	1.2	2.4	1.2	0.0	4.8	2.4

0387A2

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

COPY 1

DISTRICT SUMMARY BY ORIGIN SCHOOL

GRADE 3

DISTRICT: 17 CHARLESTON

TEST DATE: MAY 87
TOTAL TESTED: 3292

NAME	MATHEMATICS							READING							
	TOTAL MATH N MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	PERCENT NEEDING IMPROVEMENT					TOTAL READING N MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	PERCENT NEEDING IMPROVEMENT					
			CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING			DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE
037 LADSON EL	83 811 804	76 91.6	13.3	3.6	12.0	1.2	32.5	83 809 804	82 98.8	2.4	4.8	4.8	0.0	2.4	3.6
039 LAMBS ELEM	90 787 784	80 88.9	13.3	7.8	17.8	3.3	21.1	90 814 805	89 98.9	4.4	3.3	2.2	2.2	4.4	1.1
044 MENNINGER EL	84 803 792	74 88.1	9.5	3.6	25.0	4.8	19.0	84 770 769	73 86.9	8.3	9.5	11.9	11.9	11.9	7.1
046 MIDLAND PARK EL	69 817 800	61 88.4	11.6	4.3	18.8	1.4	24.6	69 802 797	65 94.2	1.4	10.1	8.7	5.8	5.8	7.2
047 MITCHELL EL	97 752 743	72 74.2	20.6	11.3	39.2	6.2	35.1	97 776 775	88 90.7	12.4	5.2	11.3	7.2	8.2	8.2
048 MOORE JENNIE EL	86 814 798	71 82.6	17.4	5.8	22.1	1.2	29.1	86 794 792	77 89.5	10.5	11.6	8.1	8.1	10.5	9.3
051 MT PLEASANT ACADEMY	38 866 867	36 94.7	10.5	0.0	10.5	2.6	5.3	38 823 819	36 94.7	0.0	5.3	13.2	5.3	2.6	2.6
053 MURRAY LASAINE ELEM	92 808 795	85 92.4	16.3	7.6	13.0	0.0	22.8	92 799 798	85 92.4	5.4	8.7	10.9	2.2	7.6	7.6
054 NORTH CHARLESTON ELEM	53 765 761	40 75.5	22.6	5.7	28.3	15.1	28.3	53 803 801	51 96.2	3.8	11.3	5.7	1.9	3.8	5.7

0387A3

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

COPY 1

DISTRICT SUMMARY BY ORIGIN SCHOOL

GRADE 3

DISTRICT: 17 CHARLESTON

TEST DATE: MAY 87
TOTAL TESTED: 3292

NAME	MATHEMATICS							READING							
	TOTAL MATH N MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	PERCENT NEEDING IMPROVEMENT					TOTAL READING N MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	PERCENT NEEDING IMPROVEMENT					
			CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING			DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE
056 OAKLAND ELEM	111 834 820	104 93.7	15.3	1.8	18.0	3.6	15.3	111 820 813	107 96.4	3.6	4.5	7.2	8.1	4.5	5.4
057 ORANGE GROVE ELEM	110 834 833	99 90.0	14.5	8.2	21.8	0.9	18.2	110 829 829	107 97.3	9.1	8.2	2.7	0.9	6.4	2.7
058 PARK CIRLE EL	58 819 806	54 93.1	13.8	1.7	17.2	3.4	22.4	58 814 805	56 96.6	6.9	6.9	3.4	3.4	1.7	5.2
059 PEPPERHILL ELEM	125 788 769	98 78.4	24.0	12.8	29.6	0.8	27.2	126 795 783	123 97.6	8.7	6.3	7.1	8.7	4.0	3.2
093 REMOUNT ROAD ELEM	67 760 749	52 77.6	19.4	19.4	28.4	0.0	47.8	67 797 797	63 94.0	7.5	10.4	4.5	4.5	9.0	9.0
094 RONALD E MCNAIR	49 816 813	46 93.9	20.4	4.1	24.5	0.0	22.4	49 788 782	45 91.8	12.2	12.2	10.2	6.1	4.1	8.2
067 SANDERS CLYDE ELEM	75 738 733	53 70.7	26.7	17.3	32.0	13.3	22.7	75 793 781	72 96.0	16.0	5.3	9.3	6.7	4.0	4.0
069 SIMONS JAMES EL	146 832 837	124 84.9	15.1	6.2	16.4	2.7	26.0	146 787 791	125 85.6	13.0	11.0	15.8	13.0	13.0	12.3
070 SPRINGFIELD EL	107 842 845	100 93.5	8.4	4.7	15.0	0.0	21.5	107 824 820	104 97.2	3.7	2.8	4.7	3.7	3.7	7.5

0367A3

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

COPY 1

DISTRICT SUMMARY BY ORIGIN SCHOOL

GRADE 3

DISTRICT: 17 CHARLESTON

TEST DATE: MAY 87
TOTAL TESTED: 3292

NAME	MATHEMATICS							READING							
			PERCENT NEEDING IMPROVEMENT							PERCENT NEEDING IMPROVEMENT					
	TOTAL MATH N MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING	TOTAL READING N MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE
064 ST ANDREWS EL	84 824 809	80 95.2	11.9	2.4	19.0	0.0	22.6	84 808 795	83 98.8	1.2	6.0	4.8	3.6	2.4	2.4
097 ST JAMES SANTEE ELEM	54 845 837	51 94.4	1.9	3.7	16.7	0.0	24.1	54 791 796	48 88.9	5.6	7.4	18.5	3.7	11.1	1.9
072 STILES POINT EL	80 827 808	70 87.5	10.0	12.5	17.5	1.3	18.8	80 818 816	74 92.5	5.0	6.3	5.0	7.5	6.3	2.5
073 STONO PARK EL	44 829 820	36 81.8	18.2	11.4	11.4	2.3	18.2	44 825 811	41 93.2	2.3	6.8	6.8	6.8	2.3	4.5
074 SULLIVANS ISLAND EL	50 869 869	46 92.0	4.0	8.0	8.0	2.0	18.0	50 842 839	49 98.0	4.0	6.0	2.0	0.0	2.0	2.0
079 WHITESIDE MAMIE EL	85 869 863	80 94.1	7.1	7.1	15.3	2.4	9.4	85 828 818	83 97.6	1.2	2.4	8.2	3.5	2.4	2.4

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SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

COPY 1

DISTRICT SUMMARY BY ORIGIN SCHOOL

GRADE 6

DISTRICT: 17 CHARLESTON

TEST DATE: MAY 87
TOTAL TESTED: 2938

NAME	MATHEMATICS							READING								WRITING						
			PERCENT NEEDING IMPROVEMENT							PERCENT NEEDING IMPROVEMENT								PERCENT NEEDING IMPROVEMENT				
	TOTAL MATH N MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING	TOTAL READING N MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE	TOTAL WRITING N MEAN & MEDIAN SCORES	NUMBER & PERCENT MEETING STANDARD OF 3	HANDWRITING	MECHANICS	WORD USAGE	SENTENCE FORMATION	COMPOSITION
098 ASHLEY RIVER ELEM	44 850 823	41 93.2	0.0	11.4	13.6	11.4	13.6	44 815 800	42 95.5	6.8	4.5	2.3	0.0	6.8	2.3	44 3.3 3.2	44 100.0	0.0	0.0	0.0	0.0	0.0
009 BIRNEY ALICE MIDDLE	314 770 760	256 81.5	13.1	20.4	25.2	22.6	18.8	315 776 771	262 83.2	20.6	15.6	10.5	11.4	14.6	22.9	314 3.1 3.1	266 84.7	0.0	11.1	11.1	8.6	1.9
088 BRENTWOOD MIDDLE	236 725 723	166 70.3	17.4	35.2	32.2	36.4	23.3	238 767 764	201 84.5	21.4	19.7	10.9	11.3	14.3	27.7	236 2.9 2.8	171 72.5	0.0	20.8	17.8	17.4	4.7
099 BUIST ACADEMY	50 811 796	47 94.0	8.0	18.0	8.0	10.0	4.0	50 877 862	50 100.0	0.0	2.0	0.0	2.0	0.0	0.0	50 3.7 3.7	50 100.0	0.0	0.0	0.0	0.0	0.0
080 C E WILLIAMS MIDDLE	195 744 732	145 74.4	14.4	21.0	30.3	22.1	26.2	195 768 767	165 84.6	22.1	21.0	12.3	10.3	14.4	20.0	195 3.0 2.9	163 83.6	0.0	9.7	10.3	6.7	1.5
022 COURTENAY MIDDLE	163 700 697	83 50.9	18.4	41.1	46.0	49.7	34.4	164 749 734	124 75.6	22.6	22.0	11.0	8.5	21.3	37.8	164 2.7 2.7	95 57.9	0.0	13.4	28.0	31.1	2.4
077 DRAYTON HALL MIDDLE SCH	252 793 782	218 86.5	10.7	17.1	19.0	19.4	11.1	251 812 808	234 93.2	11.2	8.4	4.8	8.0	8.0	13.9	251 3.3 3.4	222 88.4	0.0	10.4	10.0	7.6	2.0
023 EDWARDS JANE EL	14 694 678	5 35.7	7.1	50.0	42.9	42.9	50.0	14 724 730	11 78.6	35.7	14.3	7.1	7.1	14.3	42.9	14 2.8 2.8	10 71.4	0.0	21.4	28.6	0.0	0.0
095 FORT JOHNSON MIDDLE SCH	137 780 764	114 83.2	9.5	20.4	16.1	14.6	19.0	137 806 796	128 93.4	13.9	8.8	4.4	3.6	7.3	10.9	137 3.1 3.1	110 80.3	0.0	15.3	15.3	13.9	1.5

0368A3

NOTE: AREAS NEEDING IMPROVEMENT IN WRITING ARE ONLY INDICATED FOR STUDENTS WHO DID NOT MEET THE STANDARD.

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

COPY 1

DISTRICT SUMMARY BY ORIGIN SCHOOL

GRADE 6

DISTRICT: 17 CHARLESTON

TEST DATE: MAY 87
TOTAL TESTED: 2938

	MATHEMATICS							READING								WRITING						
			PERCENT NEEDING IMPROVEMENT							PERCENT NEEDING IMPROVEMENT								PERCENT NEEDING IMPROVEMENT				
NAME	TOTAL MATH N MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING	TOTAL READING N MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE	TOTAL WRITING N MEAN & MEDIAN SCORES	NUMBER & PERCENT MEETING STANDARD OF 3	HANDWRITING	MECHANICS	WORD USAGE	SENTENCE FORMATION	COMPOSITION
028 FRIERSON EDITH L	26 823 823	26 100.0	0.0	3.8	23.1	0.0	11.5	26 787 787	26 100.0	34.6	15.4	0.0	3.8	3.8	7.7	26 3.3 3.4	24 92.3	0.0	3.8	7.7	3.8	0.0
032 HAUT GAP MIDDLE	118 741 747	88 74.6	8.5	27.1	32.2	22.9	27.1	118 755 757	95 80.5	30.5	22.9	10.2	10.2	16.1	27.1	118 2.9 2.9	78 66.1	0.0	12.7	19.5	21.2	2.5
035 JAMES ISLAND MIDDLE	162 764 761	134 82.7	14.2	25.3	17.3	20.4	8.0	163 794 790	150 92.0	14.7	17.8	5.5	2.5	8.0	18.4	162 3.1 3.0	147 90.7	0.0	6.8	6.8	6.8	0.6
038 LAING MIDDLE	200 785 766	172 86.0	12.5	16.5	23.5	14.0	11.0	202 815 803	184 91.1	14.9	7.9	5.4	6.9	11.9	14.9	202 3.2 3.3	166 82.2	0.0	8.4	12.9	14.9	1.0
049 MORNINGSIDE MIDDLE	170 735 727	109 64.1	24.1	33.5	37.6	33.5	22.9	171 768 770	140 81.9	17.5	18.1	12.9	11.1	13.5	24.0	171 3.0 2.9	135 78.9	0.0	5.3	14.0	14.0	1.2
050 MOULTRIE MIDDLE	169 803 803	141 83.4	8.9	24.3	18.3	16.0	13.0	169 825 824	150 88.8	12.4	11.8	5.9	8.9	8.9	11.8	168 3.3 3.5	145 86.3	0.0	10.1	11.3	13.1	3.0
083 NORMAN C TOOLE MIDDLE	224 724 718	147 65.6	17.0	26.3	40.6	42.9	22.8	223 755 752	172 77.1	26.0	22.0	12.1	11.7	16.1	22.9	224 2.8 2.8	154 68.8	0.0	10.7	27.7	24.6	3.1
063 RIVERS MIDDLE	261 726 724	176 67.4	19.2	26.4	45.6	34.1	27.6	261 729 730	179 68.6	33.7	23.8	19.9	13.4	24.5	37.9	258 2.6 2.7	150 58.1	0.8	20.2	32.9	26.7	1.2
068 SCHRODER R D MIDDLE	143 702 704	80 55.9	17.5	30.1	46.9	53.1	32.2	143 741 739	106 74.1	37.8	23.8	11.2	11.2	23.1	29.4	143 2.9 2.9	105 73.4	0.0	18.9	22.4	10.5	1.4

0366A3

NOTE: AREAS NEEDING IMPROVEMENT IN WRITING ARE ONLY INDICATED FOR STUDENTS WHO DID NOT MEET THE STANDARD.

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

COPY 1

DISTRICT SUMMARY BY ORIGIN SCHOOL

GRADE 6

DISTRICT: 17 CHARLESTON

TEST DATE: MAY 87
TOTAL TESTED: 2938

	MATHEMATICS							READING								WRITING						
			PERCENT NEEDING IMPROVEMENT							PERCENT NEEDING IMPROVEMENT								PERCENT NEEDING IMPROVEMENT				
NAME	TOTAL MATH N, MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING	TOTAL READING N, MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE	TOTAL WRITING N, MEAN & MEDIAN SCORES	NUMBER & PERCENT MEETING STANDARD OF 3	HANDWRITING	MECHANICS	WORD USAGE	SENTENCE FORMATION	COMPOSITION
097 ST JAMES SANTEE ELEM	44 720 729	29 65.9	6.8	29.5	43.2	47.7	31.8	44 753 743	36 81.8	25.0	18.2	11.4	9.1	18.2	22.7	45 2.7 2.6	26 57.8	0.0	11.1	35.6	33.3	2.2

0366A3

NOTE: AREAS NEEDING IMPROVEMENT IN WRITING ARE ONLY INDICATED FOR STUDENTS WHO DID NOT MEET THE STANDARD.

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

COPY 1

DISTRICT SUMMARY BY ORIGIN SCHOOL

GRADE 8

DISTRICT: 17 CHARLESTON

TEST DATE: MAY 87
TOTAL TESTED: 2915

NAME	MATHEMATICS							READING								WRITING						
			PERCENT NEEDING IMPROVEMENT							PERCENT NEEDING IMPROVEMENT								PERCENT NEEDING IMPROVEMENT				
	TOTAL MATH N, MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING	TOTAL READING N, MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE	TOTAL WRITING N, MEAN & MEDIAN SCORES	NUMBER & PERCENT MEETING STANDARD OF 3	HANDWRITING	MECHANICS	WORD USAGE	SENTENCE FORMATION	COMPOSITION
009 BIRNEY ALICE MIDDLE	294 745 741	216 73.5	43.2	17.3	25.2	15.6	24.5	294 776 775	240 81.6	19.0	7.5	19.4	15.3	22.4	15.3	292 3.1 3.1	239 81.8	0.0	15.4	13.7	8.9	0.3
088 BRENTWOOD MIDDLE	247 724 720	148 59.9	50.6	24.3	29.1	29.1	31.6	247 754 753	191 77.3	20.6	10.1	24.7	21.9	28.7	23.1	247 2.8 2.8	162 65.6	0.0	22.7	23.9	25.9	0.8
080 C E WILLIAMS MIDDLE	239 737 735	165 69.0	37.2	18.8	34.7	32.2	29.7	239 767 771	197 82.4	18.4	9.6	15.5	19.2	21.8	22.6	240 3.0 3.0	179 74.6	0.0	16.7	21.3	17.5	4.2
022 COURTENAY MIDDLE	156 722 722	104 66.7	31.4	16.0	47.4	21.8	32.1	157 741 737	113 72.0	23.6	7.6	28.7	21.0	28.7	31.8	157 2.6 2.6	83 52.9	0.0	20.4	37.6	33.8	3.2
077 DRAYTON HALL MIDDLE SCH	322 765 761	257 79.8	34.5	12.4	18.0	14.9	22.4	321 801 798	289 90.0	11.8	4.0	11.8	10.0	17.1	10.6	322 3.4 3.5	295 91.6	0.0	4.7	6.2	5.3	1.2
095 FORT JOHNSON MIDDLE SCH	182 767 770	146 80.2	29.1	14.3	30.2	14.3	21.4	182 776 777	151 83.0	15.9	8.2	15.9	18.7	20.9	23.1	182 3.1 3.3	145 79.7	0.0	13.2	18.7	13.2	2.2
032 HAUT GAP MIDDLE	163 725 718	108 66.3	35.6	19.6	43.6	20.9	38.7	163 738 735	123 75.5	22.1	6.1	22.7	22.1	27.0	28.2	162 2.8 2.7	110 67.9	0.0	16.0	24.7	16.0	0.6
035 JAMES ISLAND MIDDLE	152 767 764	129 84.9	28.3	7.2	16.4	11.2	21.7	153 794 784	140 91.5	7.8	7.2	10.5	7.2	15.7	11.1	151 3.2 3.1	134 88.7	0.0	8.6	10.6	6.6	0.0
038 LAING MIDDLE	192 774 767	153 79.7	26.6	8.9	19.8	14.1	19.3	192 795 795	163 84.9	12.5	6.3	16.1	15.1	24.0	11.5	190 3.3 3.4	165 86.8	0.0	7.9	10.5	11.1	0.5

0308A3

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SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

COPY 1

DISTRICT SUMMARY BY ORIGIN SCHOOL

GRADE 8

DISTRICT: 17 CHARLESTON

TEST DATE: MAY 87
TOTAL TESTED: 2915

NAME	MATHEMATICS							READING								WRITING						
			PERCENT NEEDING IMPROVEMENT							PERCENT NEEDING IMPROVEMENT								PERCENT NEEDING IMPROVEMENT				
	TOTAL MATH N MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING	TOTAL READING N MEAN & MEDIAN SCALE SCORES	NUMBER & PERCENT MEETING STANDARD OF 700	DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE	TOTAL WRITING N MEAN & MEDIAN SCORES	NUMBER & PERCENT MEETING STANDARD OF 3	HANDWRITING	MECHANICS	WORD USAGE	SENTENCE FORMATION	COMPOSITION
041 LINCOLN HI	48 687 683	19 39.6	64.6	27.1	47.9	27.1	47.9	48 721 722	29 60.4	25.0	6.3	39.6	22.9	41.7	22.9	48 2.7 2.7	30 62.5	0.0	33.3	31.3	25.0	0.0
049 MORNINGSIDE MIDDLE	160 705 707	89 55.6	48.1	20.6	45.6	34.4	43.8	161 736 738	112 69.6	26.1	14.3	28.0	25.5	32.9	29.8	159 2.8 2.8	104 65.4	0.0	27.7	25.2	22.6	1.9
050 MOULTRIE MIDDLE	195 758 763	146 74.9	44.1	15.9	21.5	22.1	26.7	195 783 792	156 80.0	14.9	13.3	21.0	20.0	22.1	19.5	195 3.2 3.3	159 81.5	0.0	11.8	14.9	10.3	0.5
083 NORMAN C TOOLE MIDDLE	209 733 726	138 66.0	36.8	22.5	35.4	13.4	38.8	208 747 744	157 75.5	17.3	10.6	27.4	22.6	25.5	22.1	206 2.8 2.8	133 64.6	0.0	25.2	33.0	27.7	3.4
063 RIVERS MIDDLE	195 722 728	132 67.7	34.4	22.1	35.4	30.8	35.4	195 743 742	140 71.8	26.7	15.9	23.1	26.7	33.3	24.1	194 2.7 2.7	112 57.7	0.0	28.4	38.7	35.1	0.5
068 SCHRODER R D MIDDLE	147 690 690	68 46.3	49.7	36.1	50.3	28.6	53.7	148 706 708	83 56.1	46.6	12.8	37.2	32.4	41.2	35.8	148 2.5 2.4	65 43.9	0.0	31.1	51.4	37.8	5.4

0386A3

NOTE: AREAS NEEDING IMPROVEMENT IN WRITING ARE ONLY INDICATED FOR STUDENTS WHO DID NOT MEET THE STANDARD.

APPENDIX H

Item Response Summaries

SOUTH CAROLINA BSAP ITEM RESPONSE SUMMARY
GRADES 1 - 8 READING

DISTRICT COPY

THE ITEM RESPONSE SUMMARY PROVIDES DESCRIPTIVE INFORMATION ABOUT GROUP AND STATEWIDE PERFORMANCE ON THE SPECIFIC ITEM USED TO ASSESS A SUBSKILL. AS YOU REVIEW THE INDIVIDUAL ITEM DESCRIPTIONS, YOU WILL NOTE THAT THERE IS A POSSIBILITY THAT OTHER DISTINCT ITEM TYPES MAY BE ELIGIBLE TO ASSESS THE SAME SUBSKILL. CONSEQUENTLY, INTERPRETATION OF DATA SHOULD RELATE TO THE SPECIFIC NATURE OF THE ITEM TESTED AND NOT EXTEND TO THE SUBSKILL ASSESSED. FOR A COMPLETE LISTING OF ALL ELIGIBLE ITEM TYPES FOR A GIVEN SUBSKILL, REFER TO THE SKILL DIFFICULTY CHARTS IN THE TEACHING AND TESTING OUR BASIC SKILLS OBJECTIVES MANUALS (T&T).

THE PERCENT OF STUDENTS RESPONDING CORRECTLY TO EACH ITEM IS PROVIDED A THE SCHOOL, DISTRICT, AND STATE LEVELS. BY COMPARING GROUP TO STATEWIDE PERFORMANCE, SPECIFIC AREAS OF RELATIVE STRENGTHS AND WEAKNESSES ON OBJECTIVES CAN BE DETERMINED.

SINCE THE BSAP WAS DESIGNED TO SAMPLE BEHAVIORS FOR EACH OBJECTIVE, THE REPORT DOES NOT PROVIDE COMPREHENSIVE DIAGNOSTIC INFORMATION. THE DISTRICT'S METHODS OF PROVIDING CONTINUOUS ASSESSMENT FOR EACH INDIVIDUAL STUDENT SHOULD BE UTILIZED TO GATHER THIS TYPE OF DIAGNOSTIC INFORMATION.

BELOW IS A LIST OF THE SUBSKILLS TESTED AND THE SUBSKILL CODES USED ON THIS REPORT.

DECODING AND WORD MEANING (DW) THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.

TESTED AT GRADES:		
1, 2, 3, 6, 8	**DW1.**	**SIGHT RECOGNITION** - THE STUDENT CAN RECOGNIZE WORDS BY SIGHT.
1, 2, 3	**DW2.**	**PHONETIC DECODING** - THE STUDENT CAN RECOGNIZE WORDS BY APPLYING PHONETIC RULES.
2, 3, 6, 8	**DW3.**	**CONTEXTUAL WORD MEANING** - THE STUDENT CAN DETERMINE THE MEANINGS OF WORDS USED IN A SELECTION FROM THE CONTEXT OF THE SELECTION.
6, 8	**DW4.**	**STRUCTURAL WORD MEANING** - THE STUDENT CAN DETERMINE THE MEANINGS OF WORDS IN A SELECTION BY APPLYING STRUCTURAL RULES.

DETAILS (DE) THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.

1, 2, 3, 6, 8

MAIN IDEA (MI) THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.

1, 2, 3	**MI1.**	**RESTATED MAIN IDEA** - THE STUDENT CAN IDENTIFY OR GENERATE A VERBATIM STATEMENT OF THE MAIN IDEA WHEN THE MAIN IDEA IS EXPLICITLY STATED IN A READING SELECTION.
1, 2, 3, 6, 8	**MI2.**	**PARAPHRASED MAIN IDEA** - THE STUDENT CAN IDENTIFY OR GENERATE A PARAPHRASED STATEMENT OF THE MAIN IDEA WHEN THE MAIN IDEA IS EXPLICITLY STATED IN A READING SELECTION.
1, 2, 3, 6, 8	**MI3.**	**INFERRED MAIN IDEA** - THE STUDENT CAN IDENTIFY OR GENERATE AN INFERRED STATEMENT OF THE MAIN IDEA WHEN THE MAIN IDEA IS NOT EXPLICITLY STATED IN A READING SELECTION.

REFERENCE USAGE (RE) THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.

1, 2, 3, 6, 8	**RE1.**	**SELECTING A REFERENCE SOURCE** - THE STUDENT CAN SELECT THE APPROPRIATE REFERENCE SOURCE FOR REQUESTED INFORMATION.
1, 2, 3, 6, 8	**RE2.**	**USING A REFERENCE SOURCE** - THE STUDENT CAN USE A REFERENCE SOURCE TO FIND REQUESTED INFORMATION.

INFERENCE (IN) THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.

1, 2, 3, 6, 8	**IN1.**	**MAKING COMPARISONS** - THE STUDENT CAN MAKE COMPARISONS BASED ON A READING SELECTION.
1, 2, 3, 6, 8	**IN2.**	**DETERMINING CAUSE AND EFFECT** - THE STUDENT CAN DEDUCE CAUSES AND EFFECTS BASED ON A READING SELECTION.
1, 2, 3, 6, 8	**IN3.**	**DRAWING CONCLUSIONS** - THE STUDENT CAN DRAW CONCLUSIONS BASED ON A READING SELECTION.
1, 2, 3, 6, 8	**IN4.**	**PREDICTING OUTCOMES** - THE STUDENT CAN PREDICT OUTCOMES BASED ON A READING SELECTION.

ANALYSIS OF LITERATURE (AL) THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.

1, 2, 3, 6, 8	**AL1.**	**NATURE OF INFORMATION** - THE STUDENT CAN DETERMINE THE NATURE OF THE INFORMATION PRESENTED IN A READING SELECTION.
1, 2, 3, 6, 8	**AL2.**	**STRUCTURAL ELEMENTS** - THE STUDENT CAN DETERMINE THE STRUCTURAL ELEMENTS UTILIZED IN A READING SELECTION.
1, 2, 3, 6, 8	**AL3.**	**RHETORICAL DEVICES** - THE STUDENT CAN DETERMINE THE RHETORICAL DEVICES UTILIZED IN A READING SELECTION.
8	**AL4.**	**CRITICAL ANALYSIS** - THE STUDENT CAN DETERMINE RELATIONSHIPS BETWEEN STRUCTURAL ELEMENTS IN A READING SELECTION.

DISTRICT COPY

DISTRICT: 17 CHARLESTON

SOUTH CAROLINA BSAP ITEM RESPONSE SUMMARY
GRADE 01 READING

DATE: MAY 87
PAGE: 1

		DISTRICT % RIGHT	STATE % RIGHT	DISTRICT-STATE DIFF % RIGHT
DECODING AND WORD MEANING (DM): **THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.**				
1-DM1	IDENTIFY A PICTURE WHICH REPRESENTS A GRADE 1 SIGHT WORD	98.1	98.2	- .1
2-DM1	IDENTIFY A PICTURE WHICH REPRESENTS A GRADE 1 SIGHT WORD	97.4	96.6	+ .8
3-DM1	IDENTIFY A PICTURE WHICH REPRESENTS A GRADE 1 SIGHT WORD	89.2	88.2	+ 1.0
4-DM2	IDENTIFY A NONSENSE WORD BY RECOGNIZING THE ENDING CONSONANT BLEND	96.0	96.3	- .3
5-DM2	IDENTIFY A NONSENSE WORD BY RECOGNIZING THE INITIAL CONSONANT BLEND	96.0	96.1	- .1
6-DM2	IDENTIFY A NONSENSE WORD BY RECOGNIZING THE INITIAL CONSONANT BLEND	79.8	79.0	+ .8
DETAILS (DE): **THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.**				
1-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHO	81.7	84.1	- 2.4
2-DE0	COMPREHEND A DETAIL FROM A SELECTION - HOW MANY	76.8	79.4	- 2.6
3-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHICH	71.3	74.1	- 2.8
4-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHERE	71.4	76.4	- 5.0
5-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHEN	64.8	67.0	- 2.2
6-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHAT	60.6	65.4	- 4.8
MAIN IDEA (MI): **THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.**				
1-MI1	SELECT THE MAIN IDEA WHICH IS RESTATED FROM A SELECTION	90.5	91.5	- 1.0
2-MI1	SELECT THE MAIN IDEA WHICH IS RESTATED FROM A SELECTION	81.9	83.7	- 1.8
3-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	86.1	88.0	- 1.9
4-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	84.1	85.2	- 1.1
5-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	87.7	89.7	- 2.0
6-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	74.3	77.4	- 3.1

* "+" INDICATES AVERAGE DISTRICT PERFORMANCE IS ABOVE THE STATE
* "-" INDICATES AVERAGE DISTRICT PERFORMANCE IS BELOW THE STATE

DISTRICT COPY

DISTRICT: 17 CHARLESTON

SOUTH CAROLINA BSAP ITEM RESPONSE SUMMARY
GRADE 01 READING

DATE: MAY 87
PAGE: 2

REFERENCE USAGE (RE):
THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.

		DISTRICT % RIGHT	STATE % RIGHT	DISTRICT-STATE DIFF % RIGHT
1-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - TABLE OF CONTENTS	78.1	81.8	- 3.7
2-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - PICTURE DICTIONARY	89.8	90.2	- .4
3-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE OF CONTENTS	90.2	91.1	- .9
4-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE OF CONTENTS	89.1	91.0	- 1.9
5-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE OF CONTENTS	92.3	93.7	- 1.4
6-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE OF CONTENTS	91.8	93.4	- 1.6

INFERENCE (IN):
THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.

		DISTRICT % RIGHT	STATE % RIGHT	DISTRICT-STATE DIFF % RIGHT
1-IN1	MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	82.5	83.5	- 1.0
2-IN2	IDENTIFY THE CAUSE FOR AN EVENT DESCRIBED IN A SELECTION	79.4	83.4	- 4.0
3-IN3	DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	73.3	75.1	- 1.8
4-IN3	DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	76.3	76.4	- .1
5-IN4	PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	85.6	85.4	+ .2
6-IN4	PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	75.4	77.3	- 1.9

ANALYSIS OF LITERATURE (AL):
THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.

		DISTRICT % RIGHT	STATE % RIGHT	DISTRICT-STATE DIFF % RIGHT
1-AL1	IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS MAKE-BELIEVE	77.8	80.9	- 3.1
2-AL1	IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS MAKE-BELIEVE	71.7	74.8	- 3.1
3-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - DESCRIPTION OF CHARACTER	75.8	78.4	- 2.6
4-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - SUMMARY OF THE PLOT	71.4	72.1	- .7
5-AL3	ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - RHYME	72.0	74.1	- 2.1
6-AL3	ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - RHYME	64.2	66.6	- 2.4

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DISTRICT COPY

DISTRICT: 17 CHARLESTON

SOUTH CAROLINA BSAP ITEM RESPONSE SUMMARY
GRADE 02 READING

DATE: MAY 87
PAGE: 1

		DISTRICT % RIGHT	STATE % RIGHT	DISTRICT-STATE DIFF % RIGHT
DECODING AND WORD MEANING (DW):	**THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.**			
1-DW1	IDENTIFY A DEFINITION OF A GRADE 2 SIGHT WORD	88.4	88.6	- .2
2-DW1	IDENTIFY A DEFINITION OF A GRADE 2 SIGHT WORD	92.9	88.3	+ 4.6
3-DW2	IDENTIFY A NONSENSE WORD BY RECOGNIZING THE CONSONANT DIGRAPH	98.7	98.5	+ .2
4-DW2	IDENTIFY A NONSENSE WORD BY RECOGNIZING THE FINAL COMMON WORD ENDING	99.5	99.2	+ .3
5-DW3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEXT CLUE	93.1	90.5	+ 2.6
6-DW3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEXT CLUE	75.9	76.1	- .2
DETAILS (DE):	**THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.**			
1-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHICH	94.2	92.9	+ 1.3
2-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHERE	92.4	91.0	+ 1.4
3-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHERE	87.9	86.3	+ 1.6
4-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHEN	89.0	87.5	+ 1.5
5-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHO	85.1	84.2	+ .9
6-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHAT	87.2	84.9	+ 2.3
MAIN IDEA (MI):	**THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.**			
1-MI1	SELECT A MAIN IDEA WHICH IS RESTATED FROM A SELECTION	88.0	87.0	+ 1.0
2-MI1	SELECT A MAIN IDEA WHICH IS RESTATED FROM A SELECTION	80.6	82.3	- 1.7
3-MI2	SELECT A MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	85.8	83.2	+ 2.6
4-MI2	SELECT A MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	79.3	79.3	+ .0
5-MI3	SELECT A MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	85.8	82.5	+ 3.3
6-MI3	SELECT A MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	64.7	61.4	+ 3.3

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DISTRICT COPY

DISTRICT: 17 CHARLESTON

SOUTH CAROLINA BSAP ITEM RESPONSE SUMMARY
GRADE 02 READING

DATE: MAY 87
PAGE: 2

		DISTRICT % RIGHT	STATE % RIGHT	DISTRICT-STATE DIFF % RIGHT
REFERENCE USAGE (RE):	**THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.**			
1-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - TABLE OF CONTENTS	84.8	85.6	- .8
2-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - PICTURE DICTIONARY	86.8	87.0	- .2
3-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - MAP	96.4	94.5	+ 1.9
4-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE OF CONTENTS	92.7	92.8	- .1
5-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE OF CONTENTS	95.3	94.3	+ 1.0
6-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - PICTURE DICTIONARY	94.3	92.5	+ 1.8
INFERENCE (IN):	**THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.**			
1-IN1	MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	89.6	88.6	+ 1.0
2-IN1	MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	86.6	84.7	+ 1.9
3-IN2	IDENTIFY THE EFFECT FOR EVENT DESCRIBED IN A SELECTION	83.3	82.3	+ 1.0
4-IN3	DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	87.2	86.0	+ 1.2
5-IN4	PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	88.0	86.2	+ 1.8
6-IN4	PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	85.7	83.8	+ 1.9
ANALYSIS OF LITERATURE (AL):	**THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.**			
1-AL1	IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS MAKE-BELIEVE	88.2	86.6	+ 1.6
2-AL1	IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS MAKE-BELIEVE	87.4	85.3	+ 2.1
3-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - SETTING	93.7	91.9	+ 1.8
4-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - SETTING	92.2	90.7	+ 1.5
5-AL3	ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - RHYME	81.3	82.6	- 1.3
6-AL3	ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - RHYME	66.1	71.6	- 5.5

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DISTRICT: 17 CHARLESTON

SOUTH CAROLINA BSAP ITEM RESPONSE SUMMARY
GRADE 03 READING

DATE: MAY 87
PAGE: 1

		DISTRICT % RIGHT	STATE % RIGHT	DISTRICT-STATE DIFF % RIGHT
DECODING AND WORD MEANING (DW): **THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.**				
1-DW1	IDENTIFY A DEFINITION OF A GRADE 3 SIGHT WORD	96.7	93.0	+ 3.7
2-DW1	IDENTIFY A DEFINITION OF A GRADE 3 SIGHT WORD	80.2	67.4	+ 12.8
3-DW2	IDENTIFY A NONSENSE WORD BY RECOGNIZING THE INITIAL CONSONANT BLEND	96.1	96.3	- .2
4-DW2	IDENTIFY A NONSENSE WORD BY RECOGNIZING A COMMON WORD ENDING	97.8	94.7	+ 3.1
5-DW3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS CONTEXT CLUE	94.7	91.0	+ 3.7
6-DW3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS CONTEXT CLUE	98.0	96.1	+ 1.9
DETAILS (DE): **THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.**				
1-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHO	94.2	91.0	+ 3.2
2-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHAT	97.5	96.2	+ 1.3
3-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHEN	94.0	91.4	+ 2.6
4-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHAT	94.3	92.8	+ 1.5
5-DE0	COMPREHEND A DETAIL FROM A SELECTION - SEQUENCE	91.5	87.9	+ 3.6
6-DE0	COMPREHEND A DETAIL FROM A SELECTION - SEQUENCE	91.3	86.9	+ 4.4
MAIN IDEA (MI): **THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.**				
1-MI1	SELECT THE MAIN IDEA WHICH IS RESTATED FROM A SELECTION	91.3	88.0	+ 3.3
2-MI1	SELECT THE MAIN IDEA WHICH IS RESTATED FROM A SELECTION	82.9	81.5	+ 1.4
3-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	93.9	91.0	+ 2.9
4-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	60.0	54.5	+ 5.5
5-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	90.5	86.3	+ 4.2
6-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	88.8	84.9	+ 3.9

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DISTRICT: 17 CHARLESTON

SOUTH CAROLINA BSAP ITEM RESPONSE SUMMARY
GRADE 03 READING

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REFERENCE USAGE (RE):
THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.

		DISTRICT % RIGHT	STATE % RIGHT	DISTRICT-STA DIFF % RIGH
1-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - ENCYCLOPEDIA	57.9	60.9	- 3.0
2-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - TABLE OF CONTENTS	72.6	71.5	+ 1.1
3-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE OF CONTENTS	99.4	98.6	+ .8
4-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - CARD CATALOG	97.5	95.7	+ 1.8
5-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - MAP	91.4	88.5	+ 2.9
6-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - DICTIONARY	89.7	83.9	+ 5.8

INFERENCE (IN):
THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.

		DISTRICT % RIGHT	STATE % RIGHT	DISTRICT-STA DIFF % RIGH
1-IN1	MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	95.1	93.2	+ 1.9
2-IN2	IDENTIFY THE EFFECT OF AN EVENT DESCRIBED IN A SELECTION	87.1	82.9	+ 4.2
3-IN2	IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION	78.6	74.8	+ 3.8
4-IN3	DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	93.3	91.3	+ 2.0
5-IN3	DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	91.6	87.8	+ 3.8
6-IN4	PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	89.5	84.7	+ 4.8

ANALYSIS OF LITERATURE (AL):
THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.

		DISTRICT % RIGHT	STATE % RIGHT	DISTRICT-STA DIFF % RIGH
1-AL1	IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS MAKE-BELIEVE	95.9	94.7	+ 1.2
2-AL1	IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS MAKE-BELIEVE	95.3	93.7	+ 1.6
3-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - SUMMARY OF THE PLOT	97.4	95.3	+ 2.1
4-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - DESCRIPTION OF THE CHARACT	89.5	86.1	+ 3.4
5-AL3	ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - SIMILE	58.6	59.0	- .4
6-AL3	ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - SIMILE	65.0	69.2	- 4.2

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DISTRICT: 17 CHARLESTON

SOUTH CAROLINA BSAP ITEM RESPONSE SUMMARY
GRADE 06 READING

DATE: MAY 87
PAGE: 1

		DISTRICT % RIGHT	STATE % RIGHT	DISTRICT-STA DIFF % RIGH
DECODING AND WORD MEANING (DM):				
THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.				
1-DM1	IDENTIFY A DEFINITION OF A GRADE 6 SIGHT WORD	94.7	93.4	+ 1.3
2-DM1	IDENTIFY A DEFINITION OF A GRADE 6 SIGHT WORD	89.9	89.6	+ .3
3-DM3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEXT CLUE	97.8	97.6	+ .2
4-DM3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEXT CLUE	97.0	96.7	+ .3
5-DM4	IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - SUFFIX	67.8	65.7	+ 2.1
6-DM4	IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - PREFIX	70.1	66.8	+ 3.3
DETAILS (DE):				
THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.				
1-DE0	COMPREHEND A DETAIL FROM A SELECTION - HOW	92.0	91.0	+ 1.0
2-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHO	91.5	88.5	+ 3.0
3-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHAT	85.7	83.4	+ 2.3
4-DE0	COMPREHEND A DETAIL FROM A SELECTION - HOW	84.4	80.7	+ 3.7
5-DE0	COMPREHEND A DETAIL FROM A SELECTION - SEQUENCE	90.2	87.9	+ 2.3
6-DE0	COMPREHEND A DETAIL FROM A SELECTION - SEQUENCE	83.3	81.3	+ 2.0
MAIN IDEA (MI):				
THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.				
1-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	93.5	93.4	+ .1
2-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	72.5	70.7	+ 1.8
3-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	55.2	53.3	+ 1.9
4-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	78.2	75.7	+ 2.5
5-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	68.9	66.5	+ 2.4
6-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	70.5	66.8	+ 3.7

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DISTRICT: 17 CHARLESTON

SOUTH CAROLINA BSAP ITEM RESPONSE SUMMARY
GRADE 06 READING

DATE: MAY 87
PAGE: 2

		DISTRICT % RIGHT	STATE % RIGHT	DISTRICT-STATE DIFF % RIGHT
REFERENCE USAGE (RE):				
THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.				
1-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - TELEPHONE DIRECTORY	93.1	93.3	- .2
2-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - MAP	92.0	92.1	- .1
3-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - INDEX	93.6	92.6	+ 1.0
4-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - CARD CATALOG	90.3	89.4	+ .9
5-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TELEPHONE DIRECTORY	90.7	90.7	+ .0
6-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - ENCYCLOPEDIA	91.0	84.0	+ 7.0
INFERENCE (IN):				
THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.				
1-IN1	MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	69.9	67.0	+ 2.9
2-IN2	IDENTIFY THE CAUSE FOR AN EVENT DESCRIBED IN A SELECTION	85.1	82.0	+ 3.1
3-IN2	IDENTIFY THE CAUSE FOR AN EVENT DESCRIBED IN A SELECTION	70.2	66.1	+ 4.1
4-IN3	DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	72.6	70.3	+ 2.3
5-IN3	DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	61.2	60.1	+ 1.1
6-IN4	PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	82.0	81.0	+ 1.0
ANALYSIS OF LITERATURE (AL):				
THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.				
1-AL1	IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS A FACT	67.3	65.4	+ 1.9
2-AL1	IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS AN OPINION	60.3	57.6	+ 2.7
3-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - SETTING	61.1	65.8	- 4.7
4-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - PLOT	51.5	51.5	+ .0
5-AL3	ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - METAPHOR	77.2	75.6	+ 1.6
6-AL3	ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - METAPHOR	61.4	63.0	1.6

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DISTRICT: 17 CHARLESTON

SOUTH CAROLINA BSAP ITEM RESPONSE SUMMARY
GRADE 08 READING

DATE: MAY 87
PAGE: 1

		DISTRICT % RIGHT	STATE % RIGHT	DISTRICT-STATE DIFF % RIGHT
DECODING AND WORD MEANING (DM): THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.				
1-DM1	IDENTIFY A DEFINITION OF A GRADE 8 SIGHT WORD	91.9	88.8	+ 3.1
2-DM1	IDENTIFY A DEFINITION OF A GRADE 8 SIGHT WORD	83.5	79.9	+ 3.6
3-DM3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEXT CLUE	96.1	96.2	- .1
4-DM3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEXT CLUE	77.7	73.5	+ 4.2
5-DM4	IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - PREFIX	89.6	85.8	+ 3.8
6-DM4	IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - PREFIX	83.5	81.6	+ 1.9
DETAILS (DE): THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.				
1-DE0	COMPREHEND A DETAIL FROM A SELECTION - HOW MANY	93.8	93.8	+ .0
2-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHERE	93.6	92.7	+ .9
3-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHICH	83.0	81.3	+ 1.7
4-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHAT	81.8	78.9	+ 2.9
5-DE0	COMPREHEND A DETAIL FROM A SELECTION - SEQUENCE	72.3	70.7	+ 1.6
6-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHY	84.5	81.5	+ 3.0
MAIN IDEA (MI): THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.				
1-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	90.6	91.5	- .9
2-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	84.4	81.4	+ 3.0
3-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION	81.0	78.7	+ 2.3
4-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	80.2	78.3	+ 1.9
5-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	65.9	66.0	- .1
6-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION	46.8	48.1	- 1.3

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SOUTH CAROLINA BSAP ITEM RESPONSE SUMMARY
GRADE 08 READING

DATE: MAY 87
PAGE: 2

		DISTRICT % RIGHT	STATE % RIGHT	DISTRICT-STATE DIFF % RIGHT
REFERENCE USAGE (RE):	**THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.**			
1-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - TELEPHONE DIRECTORY	94.7	92.9	+ 1.8
2-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - CARD CATALOG	92.5	92.2	+ .3
3-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - BIBLIOGRAPHY	76.5	74.4	+ 2.1
4-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - NEWSPAPER INDEX	88.6	82.0	+ 6.6
5-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - DICTIONARY	87.6	84.5	+ 3.1
6-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - ENCYCLOPEDIA	77.1	74.0	+ 3.1
INFERENCE (IN):	**THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.**			
1-IN1	MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION	78.6	73.6	+ 5.0
2-IN2	IDENTIFY THE CAUSE FOR AN EVENT DESCRIBED IN A SELECTION	78.5	77.1	+ 1.4
3-IN2	IDENTIFY THE CAUSE FOR AN EVENT DESCRIBED IN A SELECTION	77.3	72.8	+ 4.5
4-IN3	DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	69.0	67.7	+ 1.3
5-IN3	DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION	69.3	67.5	+ 1.8
6-IN4	PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION	76.6	77.0	- .4
ANALYSIS OF LITERATURE (AL):	**THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.**			
1-AL1	IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS A FACT	78.6	75.2	+ 3.4
2-AL1	IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS A FACT	74.3	70.3	+ 4.0
3-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - CHARACTER	92.0	91.5	+ .5
4-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - PLOT	65.8	66.8	- 1.0
5-AL3	ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - METAPHOR	71.9	70.9	+ 1.0
6-AL4	CRITICALLY ANALYZE THE SELECTION TO DETERMINE A CHARACTER'S POINT OF VIEW	70.8	71.7	- .9

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SOUTH CAROLINA BSAP ITEM RESPONSE SUMMARY
GRADES 1 - 8 MATHEMATICS

THE ITEM RESPONSE SUMMARY PROVIDES DESCRIPTIVE INFORMATION ABOUT GROUP AND STATEWIDE PERFORMANCE ON THE SPECIFIC ITEM USED TO ASSESS A SUBSKILL. AS YOU REVIEW THE INDIVIDUAL ITEM DESCRIPTIONS, YOU WILL NOTE THAT THERE IS A POSSIBILITY THAT OTHER DISTINCT ITEM TYPES MAY BE ELIGIBLE TO ASSESS THE SAME SUBSKILL. CONSEQUENTLY, INTERPRETATION OF DATA SHOULD RELATE TO THE SPECIFIC NATURE OF THE ITEM TESTED AND NOT EXTEND TO THE SUBSKILL ASSESSED. FOR A COMPLETE LISTING OF ALL ELIGIBLE ITEM TYPES FOR A GIVEN SUBSKILL, REFER TO THE SKILL DIFFICULTY CHARTS IN THE TEACHING AND TESTING OUR BASIC SKILLS OBJECTIVES MANUALS (T&T).

THE PERCENT OF STUDENTS RESPONDING CORRECTLY TO EACH ITEM IS PROVIDED A THE SCHOOL, DISTRICT, AND STATE LEVELS. BY COMPARING GROUP TO STATEWIDE PERFORMANCE, SPECIFIC AREAS OF RELATIVE STRENGTHS AND WEAKNESSES ON OBJECTIVES CAN BE DETERMINED.

SINCE THE BSAP WAS DESIGNED TO SAMPLE BEHAVIORS FOR EACH OBJECTIVE, THE REPORT DOES NOT PROVIDE COMPREHENSIVE DIAGNOSTIC INFORMATION. THE DISTRICT' METHODS OF PROVIDING CONTINUOUS ASSESSMENT FOR EACH INDIVIDUAL STUDENT SHOUL BE UTILIZED TO GATHER THIS TYPE OF DIAGNOSTIC INFORMATION.

BELOW IS A LIST OF THE SUBSKILLS TESTED AND THE SUBSKILL CODES USED ON THIS REPORT.

CONCEPTS (CN) THE STUDENT CAN APPLY NUMERICAL CONCEPTS.

TESTED AT GRADES:

1, 2, 3	CN1.	COUNTING - THE STUDENT CAN COUNT.
1, 2, 3, 6, 8	CN2.	IDENTIFYING EQUIVALENCIES - THE STUDENT CAN IDENTIFY EQUIVALENT WAYS OF EXPRESSING THE SAME NUMERICAL QUANTITY.
1, 2, 3, 6, 8	CN3.	ESTABLISHING RELATIONSHIPS - THE STUDENT CAN ESTABLISH RELATIONSHIPS BETWEEN NUMERICAL EQUALITIES.
1, 2, 3, 6, 8	CN4.	DETERMINING PLACE VALUE - THE STUDENT CAN DETERMINE THE PLACE VALUE OF NUMERICAL QUANTITIES.
2, 3, 6, 8	CN5.	INTERPRETING TABLES AND GRAPHS - THE STUDENT CAN EXTRACT AND INTERPRET INFORMATION FROM TABLES AND GRAPHS.

OPERATIONS (OP) THE STUDENT CAN COMPUTE ACCURATELY.

1, 2, 3, 6, 8	OP1.	ADDITION - THE STUDENT CAN ADD ACCURATELY.
1, 2, 3, 6, 8	OP2.	SUBTRACTION - THE STUDENT CAN SUBTRACT ACCURATELY.
3, 6, 8	OP3.	MULTIPLICATION - THE STUDENT CAN MULTIPLY ACCURATELY.
3, 6, 8	OP4.	DIVISION - THE STUDENT CAN DIVIDE ACCURATELY.

MEASUREMENT (ME) THE STUDENT CAN APPLY MEASUREMENT CONCEPTS.

1, 2, 3, 6, 8	ME1.	IDENTIFYING UNITS OF MEASUREMENTS - THE STUDENT CAN DETERMINE THE APPROPRIATE TYPE OF MEASUREMENT AND SELECT THE APPROPRIATE UNITS OF MEASUREMENT WITHIN A GIVEN MEASUREMENT SYSTEM.
3, 6, 8	ME2.	ESTIMATION - THE STUDENT CAN ESTIMATE MEASURABLE QUANTITIES WITHIN A GIVEN MEASUREMENT SYSTEM.
1, 2, 3 8	ME3.	USING MEASURING DEVICES - THE STUDENT CAN READ AND INTERPRET INFORMATION BY USING A MEASURING DEVICE WITHIN A GIVEN MEASUREMENT SYSTEM.
3, 6, 8	ME4.	CONVERSIONS AND OPERATIONS - THE STUDENT CAN MAKE NECESSARY CONVERSIONS USING UNITS OF MEASUREMENT WITHIN A GIVEN MEASUREMENT SYSTEM AND CAN PERFORM CALCULATIONS WHICH MAY INVOLVE CONVERSIONS.
6, 8	ME5.	SCALE DRAWINGS - THE STUDENT CAN READ, INTERPRET, AND CONSTRUCT SCALE DRAWINGS WITHIN A GIVEN MEASUREMENT SYSTEM.

GEOMETRY (GE) THE STUDENT CAN APPLY GEOMETRIC CONCEPTS.

1, 2, 3, 6, 8	GE1.	IDENTIFICATION - THE STUDENT CAN IDENTIFY GEOMETRIC REPRESENTATIONS THROUGH THE USE OF THEIR PROPERTIES.
1, 2, 3 8	GE2.	COMPARISON - THE STUDENT CAN COMPARE GEOMETRIC REPRESENTATIONS THROUGH THE USE OF THEIR PROPERTIES.
6, 8	GE3.	APPLICATION - THE STUDENT CAN APPLY GEOMETRIC CONCEPTS TO DETERMINE THE PERIMETER, AREA, OR VOLUME OF GEOMETRIC REPRESENTATIONS.

PROBLEM SOLVING (PS) THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS.

1, 2, 3, 6, 8

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SOUTH CAROLINA BSAP ITEM RESPONSE SUMMARY
GRADE 01 MATHEMATICS

		DISTRICT % RIGHT	STATE % RIGHT	DISTRICT-STAT DIFF % RIGHT
CONCEPTS (CN): THE STUDENT CAN APPLY NUMERICAL CONCEPTS.				
1-CN1	COUNT NUMBER OF OBJECTS PICTURED	95.6	95.7	- .1
2-CN1	COUNT NUMBER OF OBJECTS PICTURED	95.5	95.7	- .2
3-CN2	IDENTIFY 2-DIGIT NUMBER EQUIVALENT TO GIVEN WORD NAME	95.1	96.0	- .9
4-CN3	DETERMINE TWO EQUIVALENT SETS BY MATCHING OBJECTS	95.1	96.0	- .9
5-CN4	IDENTIFY 2-DIGIT NUMBER EQUIVALENT TO GIVEN WORD NAME	93.2	91.7	+ 1.5
6-CN4	USE PLACE VALUE TO IDENTIFY DIGIT IN ONE'S PLACE	70.8	74.4	- 3.6
OPERATIONS (OP): THE STUDENT CAN COMPUTE ACCURATELY.				
1-OP1	ADD (VERT.): 1-DIGIT + 1-DIGIT + 1-DIGIT, WHOLE NUMBERS, NO REGROUPING	89.6	89.9	- .3
2-OP1	ADD (HORIZ.): 1-DIGIT + 1-DIGIT, WHOLE NUMBERS, BASIC FACT < 18	85.2	85.1	+ .1
3-OP1	ADD (VERT.): 2-DIGIT + 1-DIGIT, WHOLE NUMBERS, NO REGROUPING	80.2	82.1	- 1.9
4-OP2	SUBTRACT (HORIZ.): 1-DIGIT - 1-DIGIT, WHOLE NUMBERS, NO REGROUPING	89.0	88.8	+ .2
5-OP2	SUBTRACT (VERT.): 2-DIGIT - 1-DIGIT, WHOLE NUMBERS, NO REGROUPING	86.4	85.3	+ 1.1
6-OP2	SUBTRACT (HORIZ.): 2-DIGIT - 1-DIGIT, WHOLE NUMBERS, BASIC FACT < 18	82.1	80.9	+ 1.2
MEASUREMENT (ME): THE STUDENT CAN APPLY MEASUREMENT CONCEPTS.				
1-ME1	RECOGNIZE THE COIN OF A GIVEN VALUE	90.0	90.2	- .2
2-ME1	RECOGNIZE THE COIN OF A GIVEN VALUE	91.7	91.5	+ .2
3-ME1	RECOGNIZE MONTH WHICH PRECEDES A GIVEN MONTH	84.1	83.6	+ .5
4-ME3	READ THE CLOCK TO DETERMINE TIME TO THE HOUR	96.2	97.1	- .9
5-ME3	READ THE CLOCK TO DETERMINE TIME TO THE HOUR	97.6	98.1	- .5
6-ME3	READ THE CLOCK TO DETERMINE TIME TO THE HOUR	85.1	86.5	- 1.4

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DISTRICT: 17 CHARLESTON

SOUTH CAROLINA BSAP ITEM RESPONSE SUMMARY
GRADE 01 MATHEMATICS

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		DISTRICT % RIGHT	STATE % RIGHT	DISTRICT-STAT DIFF % RIGHT
GEOMETRY (GE): THE STUDENT CAN APPLY GEOMETRIC CONCEPTS.				
1-GE1	RECOGNIZE A CIRCLE	97.7	97.9	- .2
2-GE1	RECOGNIZE AN OPEN CURVE	82.4	86.1	- 3.7
3-GE1	RECOGNIZE A SQUARE	91.4	93.8	- 2.4
4-GE2	COMPARE SIZES OF OBJECTS TO FIND SMALLEST	98.6	98.3	+ .3
5-GE2	COMPARE SIZES OF OBJECTS TO FIND LARGEST	89.9	90.8	- .9
6-GE2	COMPARE SIZES OF OBJECTS TO FIND LARGEST	90.4	91.1	- .7
PROBLEM SOLVING (PS): THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS.				
1-PS0	SOLVE A PROBLEM: SUBTRACTION, MINUEND < 10	94.9	95.7	- .8
2-PS0	SOLVE A PROBLEM: ADDITION, SUM = 10	92.7	93.8	- 1.1
3-PS0	SOLVE A PROBLEM: ADDITION WITH MONEY, SUM < 10	91.4	91.7	- .3
4-PS0	SOLVE A PROBLEM: SUBTRACTION, MINUEND < 10	92.3	92.3	+ .0
5-PS0	SOLVE A PROBLEM: ADDITION WITH MONEY, SUM < 10	94.0	94.2	- .2
6-PS0	SOLVE A PROBLEM: SUBTRACTION, MINUEND < 10	85.2	86.3	- 1.1

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DISTRICT: 17 CHARLESTON

SOUTH CAROLINA BSAP ITEM RESPONSE SUMMARY
GRADE 02 MATHEMATICS

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		DISTRICT % RIGHT	STATE % RIGHT	DISTRICT-STAT DIFF % RIGHT
CONCEPTS (CN):				
THE STUDENT CAN APPLY NUMERICAL CONCEPTS.				
1-CN1	COUNT FORWARD BY 2'S	98.9	98.6	+ .3
2-CN2	IDENTIFY NUMBER EQUIVALENT TO GIVEN WORD NAME > 100	98.1	96.1	+ 2.0
3-CN2	IDENTIFY NUMBER EQUIVALENT TO GIVEN WORD NAME > 100	98.2	97.1	+ 1.1
4-CN2	IDENTIFY NUMBER EQUIVALENT TO GIVEN WORD NAME < 100	97.2	95.1	+ 2.1
5-CN3	FIND CORRECT RELATIONSHIP BETWEEN TWO NUMBERS < 10	79.2	76.9	+ 2.3
6-CN5	INTERPRET INFORMATION IN A BAR GRAPH	99.2	99.2	+ .0
OPERATIONS (OP):				
THE STUDENT CAN COMPUTE ACCURATELY.				
1-OP1	ADD (HORIZ.): 2-DIGIT + 1-DIGIT, WHOLE NUMBERS, WITHOUT REGROUPING	95.8	94.6	+ 1.2
2-OP1	ADD (VERT.): 2-DIGIT + 1-DIGIT, WHOLE NUMBERS, WITH REGROUPING	89.1	87.3	+ 1.8
3-OP1	ADD (VERT.): 3-DIGIT + 3-DIGIT, WHOLE NUMBERS, WITH REGROUPING	75.2	72.5	+ 2.7
4-OP2	SUBTRACT (VERT.): 3-DIGIT - 2-DIGIT, WHOLE NUMBERS, NO REGROUPING	93.8	93.6	+ .2
5-OP2	SUBTRACT (HORIZ.): 2-DIGIT - 1-DIGIT, WHOLE NUMBERS, NO REGROUPING	92.9	91.6	+ 1.3
6-OP2	SUBTRACT (VERT.): 2-DIGIT - 1-DIGIT, WHOLE NUMBERS, WITH REGROUPING	71.3	69.0	+ 2.3
MEASUREMENT (ME):				
THE STUDENT CAN APPLY MEASUREMENT CONCEPTS.				
1-ME1	SELECT APPROPRIATE UNIT TO MEASURE TEMPERATURE, CUSTOMARY	78.9	82.0	- 3.1
2-ME1	SELECT APPROPRIATE UNIT TO MEASURE WIDTH, METRIC	82.1	83.2	- 1.1
3-ME3	READ PICTURED SCALE TO DETERMINE WEIGHT OF OBJECT, CUSTOMARY	99.3	99.1	+ .2
4-ME3	READ PICTURED RULER TO DETERMINE LENGTH, CUSTOMARY	99.4	99.5	- .1
5-ME3	READ PICTURED RULER TO DETERMINE LENGTH, CUSTOMARY	98.3	98.2	+ .1
6-ME3	READ CLOCK TO DETERMINE TIME TO HALF-HOUR	88.3	90.2	- 1.9

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DISTRICT: 17 CHARLESTON

SOUTH CAROLINA BSAP ITEM RESPONSE SUMMARY
GRADE 02 MATHEMATICS

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GEOMETRY (GE):
THE STUDENT CAN APPLY GEOMETRIC CONCEPTS.

		DISTRICT % RIGHT	STATE % RIGHT	DISTRICT-STATE DIFF % RIGHT
1-GE1	RECOGNIZE A CLOSED CURVE	96.9	96.2	+ .7
2-GE1	RECOGNIZE A SQUARE	85.9	85.3	+ .6
3-GE1	RECOGNIZE A CLOSED CURVE	81.3	85.6	- 4.3
4-GE2	RECOGNIZE THE FIGURES WITH THE SAME SHAPE	98.3	98.7	- .4
5-GE2	RECOGNIZE THE FIGURES WITH THE SAME SIZE AND SHAPE	97.7	98.1	- .4
6-GE2	RECOGNIZE THE FIGURES WITH THE SAME SIZE AND SHAPE	98.3	98.6	- .3

PROBLEM SOLVING (PS):
THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS.

		DISTRICT % RIGHT	STATE % RIGHT	DISTRICT-STATE DIFF % RIGHT
1-PS0	SOLVE A PROBLEM: ADDITION, NO REGROUPING	97.1	97.6	- .5
2-PS0	SOLVE A PROBLEM: SUBTRACTION, NO REGROUPING	91.3	91.7	- .4
3-PS0	SOLVE A PROBLEM: ADDITION, BASIC FACT < 18	96.2	96.4	- .2
4-PS0	SOLVE A PROBLEM: ADDITION, NO REGROUPING	96.7	96.8	- .1
5-PS0	SOLVE A PROBLEM: SUBTRACTION, NO REGROUPING	92.2	91.1	+ 1.1
6-PS0	SOLVE A PROBLEM: SUBTRACTION, NO REGROUPING	88.9	88.2	+ .7

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DISTRICT: 17 CHARLESTON

SOUTH CAROLINA BSAP ITEM RESPONSE SUMMARY
GRADE 03 MATHEMATICS

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		DISTRICT % RIGHT	STATE % RIGHT	DISTRICT-STATE DIFF % RIGHT
CONCEPTS (CN):	**THE STUDENT CAN APPLY NUMERICAL CONCEPTS.**			
1-CN1	COUNT BACKWARD BY 3'S	67.8	68.4	- .6
2-CN1	COUNT BACKWARD BY 5'S	90.2	88.9	+ 1.3
3-CN2	USE SHADED FIGURE TO DETERMINE FRACTIONAL PART	86.8	86.2	+ .6
4-CN3	IDENTIFY A CORRECT ARITHMETIC SENTENCE INVOLVING BASIC FACTS	98.4	97.9	+ .5
5-CN4	USE PLACE VALUE TO IDENTIFY THE DIGIT IN 10'S PLACE	93.2	93.7	- .5
6-CN5	EXTRACT INFORMATION FROM A BAR GRAPH	94.3	93.7	+ .6
OPERATIONS (OP):	**THE STUDENT CAN COMPUTE ACCURATELY.**			
1-OP1	ADD (VERT.): 3-DIGIT + 3-DIGIT, WHOLE NUMBERS, WITH REGROUPING	95.7	94.6	+ 1.1
2-OP1	ADD (HORIZ.): 2-DIGIT + 2-DIGIT, WHOLE NUMBERS, WITH REGROUPING	94.9	94.0	+ .9
3-OP2	SUBTRACT (VERT.): 2-DIGIT - 2-DIGIT, WHOLE NUMBERS, WITH REGROUPING	79.9	78.5	+ 1.4
4-OP2	SUBTRACT (HORIZ.): FRACTIONS, LIKE DENOMINATORS, NO REGROUPING, NO REDUCING	77.1	70.0	+ 7.1
5-OP3	MULTIPLY (HORIZ.): 2-DIGIT X 1-DIGIT, WHOLE NUMBERS	83.0	79.4	+ 3.6
6-OP4	DIVIDE (HORIZ.): 2-DIGIT BY 1-DIGIT NUMBERS, NO REMAINDER	92.5	89.5	+ 3.0
MEASUREMENT (ME):	**THE STUDENT CAN APPLY MEASUREMENT CONCEPTS.**			
1-ME1	SELECT APPROPRIATE UNIT TO MEASURE TIME	92.5	92.5	+ .0
2-ME2	ESTIMATE LENGTH OF OBJECT, CUSTOMARY	63.4	64.9	- 1.5
3-ME3	READ MEASURING SCALE TO DETERMINE WEIGHT, METRIC	96.8	96.2	+ .6
4-ME3	DETERMINE THE VALUE OF PICTURED MONEY	97.4	96.0	+ 1.4
5-ME4	CONVERT UNIT OF TIME, CUSTOMARY	87.7	86.6	+ 1.1
6-ME4	CONVERT UNITS OF MONEY	76.4	74.9	+ 1.5

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DISTRICT: 17 CHARLESTON

SOUTH CAROLINA BSAP ITEM RESPONSE SUMMARY
GRADE 03 MATHEMATICS

DATE: MAY 87
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		DISTRICT % RIGHT	STATE % RIGHT	DISTRICT-STATE DIFF % RIGHT
GEOMETRY (GE):				
THE STUDENT CAN APPLY GEOMETRIC CONCEPTS.				
1-GE1	RECOGNIZE A LINE SEGMENT	78.5	78.9	- .4
2-GE1	RECOGNIZE A POINT	91.8	73.5	+ 18.3
3-GE1	RECOGNIZE A RIGHT ANGLE	84.0	71.1	+ 12.9
4-GE2	USE LINE OF SYMMETRY TO IDENTIFY THE PART WHICH COMPLETES FIGURE	97.3	96.7	+ .6
5-GE2	COMPARE PARTS OF FIGURE TO DETERMINE LINE OF SYMMETRY	96.1	95.3	+ .8
6-GE2	COMPARE PARTS OF FIGURE TO DETERMINE LINE OF SYMMETRY	96.9	95.2	+ 1.7
PROBLEM SOLVING (PS):				
THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS.				
1-PS0	SOLVE A PROBLEM: ADDITION WITH REGROUPING	93.6	93.4	+ .2
2-PS0	SOLVE A PROBLEM: ADDITION AND SUBTRACTION WITH REGROUPING	64.4	66.9	- 2.5
3-PS0	SOLVE A PROBLEM: MULTIPLICATION	68.0	70.9	- 2.9
4-PS0	SOLVE A PROBLEM: ADDITION WITH REGROUPING	90.1	90.7	- .6
5-PS0	SOLVE A PROBLEM: ADDITION AND SUBTRACTION WITH REGROUPING	74.3	74.7	- .4
6-PS0	SOLVE A PROBLEM: MULTIPLICATION	64.2	66.1	- 1.9

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SOUTH CAROLINA BSAP ITEM RESPONSE SUMMARY
GRADE 06 MATHEMATICS

DATE: MAY 87

		DISTRICT % RIGHT	STATE % RIGHT	DISTRICT-STAT DIFF % RIGHT
CONCEPTS (CN): THE STUDENT CAN APPLY NUMERICAL CONCEPTS.				
1-CN2	IDENTIFY FRACTION EQUIVALENT TO GIVEN MIXED NUMBER	82.4	77.8	+ 4.6
2-CN2	IDENTIFY DECIMAL NUMBER EQUIVALENT TO GIVEN WORD	77.3	76.4	+ .9
3-CN3	COMPARE FRACTIONS USING ≥ OR ≤	53.6	59.1	- 5.5
4-CN3	COMPARE FRACTIONS USING ≥ OR ≤	44.1	51.1	- 7.0
5-CN4	USE PLACE VALUE TO IDENTIFY DECIMAL NUMBER TO GIVEN EXPANDED FORM	49.6	52.5	- 2.9
6-CN5	INTERPRET INFORMATION IN A PICTURE GRAPH, COMPUTATION INVOLVED	85.9	84.7	+ 1.2
OPERATIONS (OP): THE STUDENT CAN COMPUTE ACCURATELY.				
1-OP1	ADD (HORIZ.): 3 DECIMAL ADDENDS, WITH REGROUPING	86.4	85.7	+ .7
2-OP1	ADD (VERT.): 2 FRACTIONS, LIKE DENOM., WITH REGROUPING AND REDUCING	50.3	51.0	- .7
3-OP2	SUBTRACT (VERT.): WHOLE NUMBER-DECIMAL, WITH REGROUPING	85.7	86.3	- .6
4-OP2	SUBTRACT (VERT.): MIXED NUMBER, WITH REDUCING	75.0	73.9	+ 1.1
5-OP3	MULTIPLY (VERT.): 2 DECIMALS, WITH REGROUPING	51.4	49.9	+ 1.5
6-OP4	DIVIDE: 3-DIGIT BY 2-DIGIT WHOLE NUMBERS, NO REMAINDER	89.5	88.7	+ .8
MEASUREMENT (ME): THE STUDENT CAN APPLY MEASUREMENT CONCEPTS.				
1-ME1	SELECT APPROPRIATE UNIT TO MEASURE WEIGHT, CUSTOMARY	77.8	78.7	- .9
2-ME2	ESTIMATE LENGTH, CUSTOMARY	66.2	69.9	- 3.7
3-ME4	CONVERT BETWEEN UNITS OF LENGTH, CUSTOMARY	47.8	55.4	- 7.6
4-ME4	CONVERT BETWEEN UNITS OF LENGTH, METRIC, INVOLVES DECIMALS	47.7	49.6	- 1.9
5-ME5	USE SCALE DRAWING TO ESTIMATE LENGTH, METRIC	56.5	56.4	+ .1
6-ME5	USE SCALE DRAWING TO ESTIMATE LENGTH, METRIC	51.3	49.8	+ 1.5

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SOUTH CAROLINA BSAP ITEM RESPONSE SUMMARY
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GEOMETRY (GE):
THE STUDENT CAN APPLY GEOMETRIC CONCEPTS.

		DISTRICT % RIGHT	STATE % RIGHT	DISTRICT-STAT DIFF % RIGHT
1-GE1	RECOGNIZE A FIGURE WITH A CIRCUMFERENCE	64.6	58.5	+ 6.1
2-GE1	IDENTIFY A LINE SEGMENT	62.6	67.1	- 4.5
3-GE1	RECOGNIZE A SPHERE	74.1	74.1	+ .0
4-GE3	DETERMINE THE PERIMETER OF A SQUARE, CUSTOMARY	79.1	82.8	- 3.7
5-GE3	DETERMINE THE AREA OF A RECTANGLE, CUSTOMARY	38.8	44.6	- 5.8
6-GE3	DETERMINE THE AREA OF A SQUARE, CUSTOMARY	21.8	26.9	- 5.1

PROBLEM SOLVING (PS):
THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS.

		DISTRICT % RIGHT	STATE % RIGHT	DISTRICT-STAT DIFF % RIGHT
1-PS0	ESTIMATE A PROBLEM SOLUTION: ADDITION AND SUBTRACTION, MONEY	81.6	81.0	+ .6
2-PS0	SOLVE A PROBLEM: ADDITION AND MULTIPLICATION, MONEY	85.6	85.0	+ .6
3-PS0	SOLVE A PROBLEM: ADDITION AND SUBTRACTION, MONEY	77.7	75.2	+ 2.5
4-PS0	SOLVE A PROBLEM USING A BAR GRAPH: SUBTRACTION	73.5	70.8	+ 2.7
5-PS0	SOLVE A PROBLEM: ADDITION AND SUBTRACTION, MONEY	80.9	78.6	+ 2.3
6-PS0	SOLVE A PROBLEM INVOLVING MEASUREMENT: DIVISION	55.1	55.0	+ .1

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SOUTH CAROLINA BSAP ITEM RESPONSE SUMMARY
GRADE 08 MATHEMATICS

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		DISTRICT % RIGHT	STATE % RIGHT	DISTRICT-STAT DIFF % RIGHT
GEOMETRY (GE): **THE STUDENT CAN APPLY GEOMETRIC CONCEPTS.**				
1-GE1	DETERMINE COORDINATES OF POINT ON A GRID	72.1	67.7	+ 4.4
2-GE1	RECOGNIZE A PERPENDICULAR LINE SEGMENT IN FIGURE	54.9	57.8	- 2.9
3-GE2	DETERMINE THE TRIANGLE CONGRUENT TO TRIANGLE EMBEDDED IN FIGURE GIVEN	87.9	88.2	- .3
4-GE2	DETERMINE THE CONGRUENT ANGLES USING GIVEN ANGLE MEASURES	39.5	38.5	+ 1.0
5-GE3	DETERMINE THE VOLUME OF A SOLID, METRIC	64.7	66.3	- 1.6
6-GE3	DETERMINE THE VOLUME OF A SOLID, METRIC	58.0	60.5	- 2.5
PROBLEM SOLVING (PS): **THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS.**				
1-PS0	ESTIMATE A PROBLEM SOLUTION USING TABLE: MULTIPLE OPERATIONS, MONEY	62.8	62.7	+ .1
2-PS0	ESTIMATE A PROBLEM SOLUTION USING TABLE: MULTIPLE OPERATIONS	23.6	25.6	- 2.0
3-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS	80.5	80.3	+ .2
4-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, TIME	69.9	69.5	+ .4
5-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, MIXED NUMBERS	52.7	51.5	+ 1.2
6-PS0	SOLVE A PROBLEM USING A CIRCLE GRAPH: MULTIPLE OPERATIONS, PERCENTAGE	40.4	43.2	- 2.8

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SOUTH CAROLINA BSAP ITEM RESPONSE SUMMARY
GRADE 08 MATHEMATICS

DATE: MAY 87

		DISTRICT % RIGHT	STATE % RIGHT	DISTRICT-STATE DIFF % RIGHT
CONCEPTS (CN): THE STUDENT CAN APPLY NUMERICAL CONCEPTS.				
1-CN2	IDENTIFY FRACTION EQUIVALENT TO GIVEN DECIMAL	48.4	51.0	- 2.6
2-CN2	IDENTIFY PERCENT EQUIVALENT TO GIVEN DECIMAL	35.6	38.1	- 2.5
3-CN3	DETERMINE THE LARGEST FRACTION IN A SET, UNLIKE DENOMINATORS	31.9	34.7	- 2.8
4-CN4	USE PLACE VALUE TO MATCH WHOLE NUMBER TO EXPANDED EXPONENTIAL FORM	63.9	66.6	- 2.7
5-CN4	USE PLACE VALUE TO MATCH DECIMAL TO VERBAL FORM	55.0	62.2	- 7.2
6-CN5	INTERPRET INFORMATION IN A TABLE	66.7	65.0	+ 1.7
OPERATIONS (OP): THE STUDENT CAN COMPUTE ACCURATELY.				
1-OP1	ADD (HORIZ.): 3 DECIMALS, WITH REGROUPING	60.6	68.1	- 7.5
2-OP2	SUBTRACT (VERT.): 2 DECIMALS, WITH REGROUPING	86.2	86.4	- .2
3-OP2	SUBTRACT (HORIZ.): WHOLE NO. - MIXED NO., WITH REGROUPING	57.3	53.5	+ 3.8
4-OP3	MULTIPLY (HORIZ.): MIXED NO. X MIXED NO., WITH REGROUPING	61.5	61.9	- .4
5-OP3	MULTIPLY (HORIZ.): PERCENTAGE OF GIVEN WHOLE NUMBER	69.1	70.5	- 1.4
6-OP4	DIVIDE: DECIMAL NO. BY DECIMAL NO.	77.7	77.7	+ .0
MEASUREMENT (ME): THE STUDENT CAN APPLY MEASUREMENT CONCEPTS.				
1-ME1	SELECT APPROPRIATE UNIT TO MEASURE VOLUME, METRIC	60.8	68.4	- 7.6
2-ME2	ESTIMATE AREA, CUSTOMARY	41.1	40.8	+ .3
3-ME3	USE PICTURED PROTRACTOR TO DETERMINE MEASURE OF ANGLE, 90 DEGREES	73.9	77.9	- 4.0
4-ME3	USE PICTURED PROTRACTOR TO DETERMINE MEASURE OF ANGLE, 90 DEGREES	62.8	66.1	- 3.3
5-ME4	SUBTRACT UNITS OF LENGTH, METRIC WITH CONVERSION	32.2	39.5	- 7.3
6-ME5	USE SCALE DRAWING TO ESTIMATE DISTANCE, CUSTOMARY	62.2	60.0	+ 2.2

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